Wayne Metro Head Start & GSRP
Where parents are heroes and kids are super learners.

Family Handbook, Resource Guide, & Program Calendar
English Version | 2019 – 2020
Dear Wayne Metro Early Childhood Services Families:

Welcome! We are so excited you chose Wayne Metro to support your child’s early learning experience. You are taking a very important step in shaping your child’s future by securing an environment that is safe, positive, and academically rich, that also encourages a strong sense of self. By choosing us, you are putting your child and family on a pathway for success.

Studies show that children who participate in early learning programs like Head Start have higher IQ’s and learn more quickly compared to those who enter Kindergarten with no formal education. They also show that children enrolled in early learning programs are more likely to go to college and earn higher wages.

At Wayne Metro, your voice matters. We want to hear from you and our doors are always open to you. We encourage your participation by volunteering in your child’s center or classroom. We also invite you to attend your center’s Parent Committee meetings and/or join the Policy Council.

Best wishes for a very successful school year filled with exciting new learning experiences and growth for you, your child, and your family. Know that everyone at Wayne Metro is here to support you every step of the way!

Sincerely,

Jessica Moore
Early Childhood Services Director
Wayne Metropolitan Community Action Agency

At Wayne Metro We Believe….

- The best way to serve families is by creating a culture of supportive, inclusive, and accessible environments to ensure safe places and spaces for all.
- Early Childhood Services are most successful when the community plays an active role in the design, delivery, and evaluation of safe programs and services.
- Children, parents, and families who feel safe will CONNECT, ENGAGE, BUILD, and THRIVE through learning and in life.
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CONNECT WITH WAYNE METRO COMMUNITY ACTION AGENCY

Learn and Earn Apprenticeship Program
PROGRAM OVERVIEW

Our Program Believes…

- Each child is unique in terms of personality, development level, learning style, and cultural background.
- The family is the primary influence in the development of their child, and therefore, must be an active participant in the program.
- Our program focuses on the whole child, which includes social-emotional, physical health, and well-being.
- Young children learn best through their own active hands-on experiences at home, at school, and in the community.
- Every child has the right and deserves the opportunity to achieve his or her full potential.

Program Goals

1. The program will increase opportunities for families to achieve greater family stabilization, empowerment, and self-sufficiency through comprehensive services (e.g. health, mental health, education, basic needs, financial) in accordance with the Parent, Family, Community Engagement Framework and WMCAA Empowerment Pathway.
2. The program will enhance inclusive educational services for children 0-5 of all abilities and cultures in the domains of approaches to learning, social emotional development, language and literacy, cognition, perceptual motor, and physical development (ELOF) to ensure their optimal development and readiness for success.
3. The program will provide optimal learning environments that promote the physical and socio-emotional health and safety of children, families, and staff.
4. The program will recruit, retain, and develop staff knowledge, skills, and cultural competency to provide the highest quality services for all HS and EHS children and families.

School Readiness Goals

Head Start’s approach to school readiness means that children are ready for school, families are ready to support their child's learning, and schools are ready for children. Wayne Metro Early Childhood Services has established five school readiness goals within the five domains of child development. These goals are aligned with the High Scope curriculum and Head Start’s Early Learning Outcomes Framework. Children will demonstrate developmentally appropriate:

- Social and emotional skills.
- Approaches to learning.
● Language and literacy skills.
● Cognitive thinking skills.
● Perceptual, motor, and physical development skills.

Each goal statement contains objectives and indicators based on child age level. For example, under Goal 4, the objective for an older infant would be to explore his or her environment to see how things work. The objective for a four-year-old would be to use math regularly and in everyday routines to count, compare, relate, identify patterns, and problem solve. The indicators within each goal are observable and measurable behaviors the child will demonstrate. A complete list of all goals, objectives, and indicators will be distributed to families at the first home visit.

Head Start/Early Head Start Full Day Option
This program option offers full day classes for eligible families. Classes are Monday – Thursday from 8:00 a.m. to 4:00 p.m. (with the exception of national holidays and school breaks.)

Head Start Part Day Option
This program option offers both an AM and PM session for 3 ½ hours each day, Monday – Thursday (with the exception of national holidays and school breaks.) The AM session runs 8:00 am - 11:30 am and the PM session runs 12:30 pm - 4:00 pm.

Early Head Start Home-Based Option
Our home-based option delivers the full range of Head Start services through weekly visits to the home. This option is also available to expectant mothers. Each family/expectant mother is assigned their own Parent Educator to support with meeting the goals they set for themselves and their child. Visits will consist of one 90-minute weekly home visit that includes three parts: 1) parent-child interaction, 2) developmental centered parenting, and 3) family well-being. Home visits are supplemented with bi-weekly center-based socializations that support topics of interest as expressed by parents. Socializations support age appropriate activities for children, and encourage parents to share their experiences and promote understanding of their child’s development.

To make the most of your home visit, we ask parents to actively participate in the entire time and limit distractions such as visitors, television, and phone calls. The child’s parent or legal guardian must be present for each home visit. Other family members and caregivers cannot substitute. The visit must be rescheduled if the parent or guardian is not available.
Great Start Readiness Program

The Great Start Readiness Program (GSRP) is a preschool program funded by the State of Michigan for 4 year old’s. It is administered by the Michigan Department of Education, Office of Great Start. GSRP began in 1988 under the Department of Education Appropriation Act and the State School Aid Act to address factors that put pre-Kindergarten children at risk for educational failure. GSRP provides a high-quality preschool experience and promotes active and continuous involvement of parents/guardians in their child’s learning process. Classes take place 8:00 am - 4:00 pm, Monday – Thursday in conjunction with Head Start. GSRP uses the same curriculum as Head Start. The Great Start Readiness Program is offered at select centers.
# Staff Information

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Chief Executive Officer</td>
<td>Louis D. Piszker</td>
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<tr>
<td>Chief Program Officer</td>
<td>Katy Kibbey</td>
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<tr>
<td>Early Childhood Services Director</td>
<td>Jessica Moore</td>
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<tr>
<td>Assistant Director Early Childhood Education</td>
<td>Patricia Ulman</td>
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<td>Assistant Director Family Community Partnerships</td>
<td>Chasity Alexander</td>
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<td>Health Services Manager</td>
<td>Leslie Kern</td>
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<td>Mental Health/Disability Manager</td>
<td>Wanda Oputa</td>
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<tr>
<td>Early Head Start Manager</td>
<td>Lisa Abdellaoui</td>
<td>313-203-1640</td>
</tr>
<tr>
<td>Eligibility, Recruitment, Selection, Enrollment, &amp; Attendance Manager</td>
<td>Kanika Cain</td>
<td>313-324-7982</td>
</tr>
<tr>
<td>Quality Compliance Manager</td>
<td>ReShonta Seays</td>
<td>313-202-0290</td>
</tr>
<tr>
<td>Vocational Education Manager</td>
<td>Monique Martin-Johnson</td>
<td>313-324-7912</td>
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</tbody>
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**SITE CONTACT INFORMATION**

Wayne Metro Community Action Agency Administrative Offices  
7310 Woodward, Suite 800; Detroit, MI  48202  

**Head Start Centers**

To contact your child’s Head Start Center call:  
**(313) 873-6000**

<table>
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<tr>
<th>Head Start Centers</th>
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| **Dearborn - ACCESS**  
2651 Saulino Court  
Dearborn, MI 48120 | **Dearborn - M&M**  
5273 Kenilworth  
Dearborn, MI 48126 |
| **Dearborn Hts. - St. Albert the Great**  
4671 Parker  
Dearborn Heights, MI 48125 | **Dearborn Hts. - St. Albert the Great**  
4671 Parker  
Dearborn Heights, MI 48125 |
| **Hamtramck Early Child Development Center**  
12031 Mitchell  
Hamtramck, MI 48212 | **Harper Woods**  
19258 Kelly Road  
Harper Woods, MI 48225 |
| **Highland Park - Cortland**  
138 Cortland  
Highland Park, MI 48203 | **Highland Park - Cortland**  
138 Cortland  
Highland Park, MI 48203 |
| **Grosse Pointe - Poupard Elementary**  
20655 Lennon  
Harper Woods, MI 48225 | **Redford - Beck**  
27100 Bennett  
Redford, MI 48240 |
| **Redford - Shear**  
26141 Schoolcraft  
Redford, MI 48240 | **Redford - Shear**  
26141 Schoolcraft  
Redford, MI 48240 |
| **Dearborn - Cotter Early Childhood Center**  
13020 Osborne St.  
Dearborn, MI 48126 | **Dearborn - Salina Intermediate School**  
2623 Salina St.  
Dearborn, MI 48120 |
| **Garden City - Schoolcraft Radcliff Center**  
1751 Radcliff St.  
Garden City, MI 48135 | **Garden City - Schoolcraft Radcliff Center**  
1751 Radcliff St.  
Garden City, MI 48135 |
| **Wayne - New Hope**  
33640 Michigan Ave.  
Wayne, MI 48184 | **Taylor - Journey of Hope**  
8900 Pardee Rd.  
Taylor, MI 48180 |
### Sample Classroom Daily Routines

#### AM Half-Day Program with Lunch-Preschool
- **8:00 - 8:20** Arrival/Greeting Time/Message Board
- **8:20 - 8:30** Second Step
- **8:30 - 9:00** Breakfast/Teeth Brushing
- **9:00 - 9:10** Large Group
- **9:10 - 9:20** Read Aloud
- **9:20 - 9:30** Small Group
- **9:30 - 9:40** Planning Time
- **9:40 - 10:20** Work Time
- **10:20 - 10:30** Clean-up Time
- **10:30 - 10:40** Recall Time
- **10:40 - 11:00** Gross Motor/Outside Time
- **11:00 - 11:30** Lunch Time/Departure

#### PM Half-Day Program with Lunch-Preschool
- **12:30 - 12:50** Arrival/Greeting Time/Message Board
- **12:50 - 1:00** Second Step
- **1:00 - 1:30** Lunch/Teeth Brushing
- **1:30 - 1:40** Large Group
- **1:40 - 1:50** Read Aloud
- **1:50 - 2:00** Small Group Time
- **2:00 - 2:10** Planning Time
- **2:10 - 2:50** Work Time
- **2:50 - 3:00** Clean-up Time
- **3:00 - 3:10** Recall Time
- **3:10 - 3:30** Gross Motor/Outside Time
- **3:30 - 4:00** Snack/Departure

#### Full-Day Program- Preschool
- **8:00 - 8:20** Arrival/Greeting Time Message Board
- **8:20 - 8:30** Second Step
- **8:30 - 9:00** Breakfast/Restroom/Teeth Brushing
- **9:00 - 9:30** Bodily Care
- **9:30 - 10:00** Group Time with Music & Movement
- **10:00 - 10:30** Outside Time
- **10:30 - 10:45** Bodily Care
- **10:45 - 11:15** Choice Time with Materials
- **11:15 - 12:00** Bodily Care
- **12:00 - 12:30** Lunch Time
- **12:30 - 12:45** Bodily Care
- **12:45 - 2:15** Nap Time
- **2:15 - 2:45** Afternoon Snack
- **2:45 - 2:55** Read Aloud
- **2:55 - 3:10** Large Group Time
- **3:10 - 3:45** Outside or Gross Motor Room
- **3:45 - 4:00** Quiet Activities/Departure

#### Full-Day Program- Infants/Toddlers*
- **8:00 - 8:30** Arrival Time
- **8:30 - 9:00** Group Time with Music & Movement
- **9:00 - 9:30** Breakfast
- **9:30 - 10:00** Bodily Care
- **10:00 - 10:30** Outside Time
- **10:30 - 10:45** Bodily Care
- **10:45 - 11:15** Choice Time with Materials
- **11:15 - 11:30** Bodily Care
- **11:30 - 12:00** Lunch Time
- **12:00 - 12:30** Bodily Care
- **12:30 - 2:30** Rest Time
- **2:30 - 3:00** Bodily Care
- **3:00 - 3:30** Snack Time
- **3:30 - 4:00** Departure Time

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*The **High Scope infant-toddler curriculum** is designed to meet your child’s needs. Because of this, we do not have a “set schedule” for infants. Infant schedules are “on demand,” meaning that each day is based around your baby’s individual needs rather than a group schedule. This type of individualization allows us to give your child the best care possible.*
POLICIES AND PROCEDURES

Enrollment
Eligible families include pregnant mothers and children between the ages of 0-5 years old. Families with children who are 4 years old with household income above the Head Start income guidelines may be eligible to enroll in our GSRP/Head Start blended program. To begin the enrollment process please contact our CONNECT Call Center at (313) 388-9799 or (734) 284-6999. Online pre-applications can also be completed at www.waynemetro.org.

Proof of family income (i.e. FIA 4162, 1040, MESC forms), verification of birth, and a signed record of immunizations must be provided to the office prior to enrollment. Vacancies that open in the program will be filled from the waiting list of applicants and prioritized by use of selection criteria. Enrollment is ongoing throughout the year.

Fee Policy
There is no fee or tuition for participation of children enrolled in Wayne Metro Early Childhood programs, including special events.

Withdrawal from the Program
Wayne Metro is here to serve children and families, and will take all reasonable measures to maintain the enrollment of each family. In the event that you choose to withdraw from the program, please contact your Family Advocate as soon as possible. Advance notification of plans to withdraw a child from the program is highly encouraged and appreciated.

The Family Advocate may ask to meet with the parent/guardian, as they may be able to provide additional resources to support the family, including assistance with transitioning their child to other educational programs. The person withdrawing the child from the program must be the legal parent/guardian of the child. Once a parent/guardian has withdrawn from the program, a new application will be required to re-enroll.

Expulsion
Children are not excluded or expelled for any reason. Children are not excluded or expelled because of the need for additional developmental, medical or behavioral support, assistance with toileting, or staff attitudes and/or apprehensions.
Reporting Absences

It is very important that your child has regular attendance in order to experience the greatest benefit from the program. It is the responsibility of the parent/guardian to inform their Family Advocate in the event of a child’s absence due to illness or other reasons. In the event of an absence, parents should call the office and give the child’s name, the teacher’s name, the reason for the absence and the day the child is anticipated to return.

If you do not report a child’s absence it will result in a phone call or a home visit to determine the reason for the absence and to offer assistance as needed. Excessive absences may result in the families being offered a different program option. Advance notification of plans to withdraw a child from the program is encouraged and appreciated.

Arrival and Dismissal

When bringing your child to the center, please do not arrive before class begins unless previously instructed by the classroom teacher. In compliance with our State of Michigan Child Care License, children cannot be in classrooms prior to the start time.

Tardiness is defined as arrival 30 minutes after scheduled start time. It is very important for children to participate in all daily activities in the classroom with their peers. Excessive tardiness may result in your child being placed in a different program option.

Please be on time to pick up your child at the end of the school day. In the event your child is not picked up by you at the end of the school day, Head Start staff will continue to supervise your child until you and/or the contact people you have listed for emergencies are able to pick up and assume care for your child. If we are unable to reach you and/or your emergency contacts after a reasonable period, then Head Start staff will consult with local authorities to arrange for continued supervision.

Emergency Cards

Parents must provide their Family Advocate with important emergency contact information including names, addresses and phone numbers of family members or neighbors living in the community.

If we are unable to reach you in an emergency situation, the people listed on your emergency card will be contacted. Complete and correct information is important. Center staff will only release your child to persons listed on your child’s emergency card. The person
you have designated to pick up and/or drop off your child must be an adult (18 years or older) and must provide photo identification before your child will be released to them.

Please update your emergency card with the Family Advocate when changes occur to your phone number, address and/or emergency contact/release information.

Communication
Communication between staff and parents is on-going. At a minimum, bi-monthly communications will be sent home to share information about what your child is learning in their classrooms, as well as center events. Information will also be posted on bulletin boards and throughout the center. Parent Committee Meetings are held monthly at each center and serve as a great source of information and communication for parents.

Inclement Weather
Classes are cancelled when our local public schools close due to weather conditions. School closings are announced after 6:00 am. Please check your local news station for school closing information. We will always do our best to contact you at the earliest time possible.

Toys
The classrooms are well stocked with a wide variety of materials and equipment. Therefore, your child should leave favorite items at home.

Clothing
Classrooms activities are high energy and often messy, so please dress your child in comfortable clothing suitable for play that will not stop his/her ability to explore the world of learning. For safety reasons, it is also important that beads and barrettes are secure and do not obstruct your child’s vision.

Children in EHS classrooms may not wear beads or barrettes as they are choking hazards. An important part of your child’s daily program may be outdoor play. He/she will enjoy it much more dressed in weather-appropriate, comfortable clothing.

For safety reasons, children must wear closed heel and closed toe shoes. Sandals, flip-flops, or slip on shoes are not appropriate classroom footwear. As suggested by the Michigan Child Care Licensing Division, please avoid sending children to school in clothing that has
drawstrings and tie cords, which can also be choking hazards.

**It is necessary to have an extra change of clothing at school for your child.** Please make sure extra clothing is marked with your child’s name and kept in his/her cubby. In keeping with the requirements from the Centers for Disease Control, all clothing soiled with bodily fluids will be placed, un-rinsed, in a plastic bag inside of your child’s cubby. Please check daily for clothes that need to be taken home for washing.

**Birthdays/Holiday Celebrations**

Birthdays and holiday celebrations are very special to young children. Due to the cultural diversity of our centers we do not celebrate any specific holidays. Your child’s birthday will be acknowledged. If you do not want your child’s birthday recognized, please let your child’s teacher know. Due to Child Care Licensing Regulations, no outside food, gifts, or treat bags are permitted in the classrooms or distributed at the Center.

**Discipline Policy**

To ensure that the Early Childhood Services experience is positive and pleasant for each child, physical or emotional punishment is not permitted or tolerated.

Our classroom rules are:

- Be safe
- Be kind
- Be respectful

Staff use positive guidance techniques, which encourage self-control, self-esteem and cooperation. Children are taught the High Scope Six Steps to Conflict Resolution, which helps them to build problem solving skills and encourages working together to identify and solve problems.

**The following methods of discipline are strictly prohibited in the Early Childhood Services Program by staff, volunteers, or clients:**

- Inflicting any form of corporal punishment; hitting, shaking, biting, punching, or the like
- Restricting a child’s movement by binding or tying him/her
- Mental or emotional cruelty such as humiliating, shaming, or frightening a child
- Depriving a child of meals, snacks or necessary toilet use
- Confining a child in an enclosed area such as a closet, locked room, box, or similar cubicle
Confidentiality

Staff, families, and volunteers must adhere to our confidentiality policy that assures:

- Confidentiality is maintained regarding all child/family information and records, including any personally identifiable information (PII), in accordance with applicable state and federal laws.
- Records are shared only with parental written consent. Written consent must specify what records may be disclosed, explain why the record will be disclosed, identify the parties to whom the records may be disclosed, and written consent must be include a signature. Parental granting of consent is voluntary and may be revoked at any time. A revocation is not retroactive and does not apply to an action that occurred before consent was revoked.
- The program may disclose PII without parental consent to:
  - A federal or state entity auditing or evaluating the program to ensure compliance with federal legal requirements
  - Appropriate parties in order 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
  - A judicial order or lawfully issued subpoena
  - Authorized representative from the Food and Nutrition Service to conduct program monitoring, evaluation, and performance measurements for the Child and Adult Care Food Program
  - A caseworker or other representative from a legally responsible state, local, or tribal welfare agency, who has the right to access a case plan for a child who is in foster care placement
- Appropriate parties on reporting child abuse and neglect, consistent with applicable federal, state, local, and tribal laws.
- Parents, particularly when volunteering in the program, are expected to maintain confidentiality as they learn about other families and children enrolled in the program per Standards of Conduct.

Right to Review Records

Parents have the right to read, review, and request revision of their child’s record. If you are interested in reviewing your child’s record, please notify your Family Advocate to make an appointment.

Child Custody Conflicts

We recognize that divorce and child custody issues can result in conflicts. In the event a situation should arise, it will be handled in the following manner:
• Until custody has been established by a court action, one parent may not limit the other from picking the child up from the center as long as the parent is listed on the Birth Certificate. It is not within our legal right to withhold a child from a parent unless there has been a court action that limits a parent’s right to access to the child.
• If you wish to restrict the other parent from picking up the child, you must provide a copy of a court order outlining parental rights. It will be maintained in the child’s file.
• If a parent wishes to discuss his/her position on the custody issue, an appointment should be scheduled with a Family Advocate and/or the Site Manager and the child should not be present.

Drug and Smoke-free Facilities

In compliance with the law, Wayne Metro prohibits the use of any and all tobacco products, including e-cigarettes in the building and on the premises, including the parking area. Selling or using alcohol or illegal drugs is not permitted in the center or on center grounds.

Center Safety

Wayne Metro Early Childhood Services sites are weapon free, gun free, and violence free zones and workplaces. Police may be called for the following reasons:
• Verbal or physical threats against staff, children, or other parents
• Any act of violence
• Damaging or stealing of property
• Possession of any weapon
• Suspicion of drug/alcohol intoxication

Emergency Procedures

Emergency procedures that are practiced in the event of a fire, tornado, or other center emergencies will be posted in all rooms. Practice drills will be scheduled throughout the year.

Pest Control

Parents will receive notice of any pesticide applications. Advance notification will include information regarding the pesticide being used, the targeted pest, the location of the application, and the date of the application. Liquid spray and aerosol insecticide application will not be performed while children are in the center and no less than four hours before children are scheduled to arrive.
Program Evaluation

Families will be notified of program evaluation activities. In addition to Head Start and MDE reporting requirements, our program may be selected to participate in local, national, regional, and/or statewide data collection efforts. If selected, our program will cooperate with designated evaluation contractors. Cooperation includes, but is not limited to:

- Making classrooms available for observation
- Providing non-classroom space on site for child assessment
- Allowing administrators and staff to take time to complete surveys and questionnaires
- Returning completed surveys and questionnaires promptly and regularly
- Providing program information to the contractor, including children’s unique identification numbers, as recorded in the Michigan State Data System (MSDS)
- Participating in project informational webinars, conference calls, and in-person meetings
  Distributing parent information letters

Child Care Licensing Binder

All Head Start centers are licensed centers through the State of Michigan Department of Licensing and Regulatory affairs.

All centers maintain a licensing binder on site which contains all of the licensing inspection reports, special investigation reports and any center-related corrective action plans. The licensing binder is available for your review at any time during business hours. Please see your center Site Manager to review the binder.

Licensing inspection and special investigation reports from the past two years are available on the child care licensing website at www.michigan.gov/michildcare.
EDUCATION AND DISABILITIES

Active Learning in the Early Childhood Services Classrooms

Head Start uses the High Scope approach to learning. High Scope is founded on the belief that children learn best through active learning. Active learning consists of direct, hands-on experiences with people, objects, events, and ideas that allow children to test their assumptions and gain new knowledge. High Scope encourages children to follow their own curiosity, interests and goals.

The space and materials in the classroom are carefully selected and arranged to support active learning. Each classroom is divided into “interest areas” organized around specific kinds of play. Examples include: block area, house area, toy area, book area, sand-and-water area, art area, etc.

Our teachers give children a sense of control over the events of the day by planning a consistent daily routine where children look forward to what happens next. A large part of the preschool daily routine is the “plan-do-review” sequence, in which children plan what they would like to do, follow through with their plans during work time, and then share their experiences with their teacher and fellow students. Other parts of the daily routine include small and large-group times, greeting time, and outside time.

The Early Head Start program utilizes the High Scope Infant-Toddler curriculum. This approach encourages children to actively explore their environment. Very young children begin exploring by gazing at, reaching for, mouthing, and touching the objects and people that surround them. This natural curiosity to explore is supported within a trusting relationship between the child and teacher. Teaching staff will provide opportunities for children to safely explore the environment using a variety of items that have different textures, shapes, sizes, colors, and scents. The classroom and outdoor environments will provide a variety of spaces for children to stimulate the five senses. These environments will promote physical, cognitive, and social-emotional skills. They will be flexible and materials will change presenting opportunities for children to learn based on his/her interests and abilities. At the same time stability is maintained with clearly defined areas and a daily routine that meets the needs of each child.
Because children learn at different rates, they are more likely to reach their full potential when they are encouraged to interact and communicate freely. Parents are invited to participate at any time. Any questions regarding the curriculum may be directed to the Early Childhood Education Manager.

High Scope Curriculum

The High Scope curriculum is the educational approach used in our classrooms. It offers high-quality education because:

• It is based on years of child development research.
• Children are recognized as “active learners”.
• It offers an organized environment that allows children to choose their own materials and activities.
• The daily classroom routine is consistent and predictable.
• Infants’ daily routine is individualized based on their needs (on demand).
• It supports adults observing and encouraging children.
• Children’s abilities and development are assessed through their daily activities.
• It supports children’s independent thinking, decision making, problem solving, and respect for others.
• It builds a solid foundation for success in school and life.

By using the High Scope Curriculum, the Early Childhood Services programs are committed to providing a safe and healthy environment for all students, which is accessible to those with disabilities and provides a basic learning environment. The learning environment supports the students’ physical, social, emotional, and cognitive growth. The KDI’s are High Scope’s curriculum components and guide teachers as they plan and assess learning experiences and interact with children to support learning.

Preschool Curriculum Content Areas:

• Approaches to Learning
• Social and Emotional Development
• Physical Development and Health
• Language, Literacy and Communication
• Mathematics
• Creative Arts
• Science and Technology
For preschoolers, there are 58 KDIs embedded within the curriculum content areas. These are the skills and behaviors at each stage of development that pave the way for school and adult success.

For infants and toddlers, there are six content areas and 42 key developmental indicators (KDIs) which define important learning goals for young children.

Each KDI is a statement that identifies an observable behavior that represents knowledge and skills in each of the content areas. Our teachers keep these indicators in mind when they design the classroom and plan activities.

**Infant and Toddler Curriculum Content Areas:**

- Approaches to Learning
- Social and Emotional Development
- Communication, Language, and Literacy
- Cognitive Development

**Early Head Start Home-Based Curriculum**

Early Head Start home-based services utilize the *Parents as Teachers* (PAT) curriculum. The PAT curriculum emphasizes three areas: 1) parent child interaction, 2) development-centered parenting, and 3) family well-being. The PAT curriculum places emphasis on family strengths; building parent’s self-efficacy to enhance family well-being and the foundations for the child’s school readiness.

**High Scope Daily Routine**

The High Scope Daily Routine provides children a consistent schedule that they can depend on and understand. Children thrive in environments when they can predict what happens next and are stressed when their day is unpredictable. A consistent daily routine gives children the foundation for a calm and predictable day. Each portion of the High Scope daily routine has an important role in children’s development. Greeting Time and message board is when children learn important literacy and language skills. Planning Time and Recall were specifically developed to build children’s executive functioning skills; working memory, flexible thinking, and self-regulation. The executive functioning skills are what allow us to set goals, make plans, and get things done. They are considered the “CEO” of the brain. Work Time allows children to carry out plans, build social skills, and problem solve. Small group is the time of the day when teachers are planning important activities that support each
child’s individual growth. Large group is when children learn what it means to be part of a community, work together, and develop leadership skills. **It’s very important that your child doesn’t miss any portion of the day.** When they do, they miss out on valuable experiences that enhance their school readiness skills.

**Ongoing Child Assessment with COR Advantage**

High Scope’s Child Observation Record, COR Advantage (COR), is a birth-to-five assessment that assists teachers in supporting children at every developmental level, including children who are Dual Language Learners and those with special needs. COR Advantage assesses children’s learning in all eight curriculum content areas. Each day, teachers and caregivers write brief anecdotes that objectively describe children's behavior, specifically what they see children do and say. They use these notes to evaluate children’s development and then plan activities to help individualize children’s development and progress. COR assessment data is analyzed three times per year (four times for Early Head Start) and is shared with parents at home visits and parent teacher conferences.

**Literacy**

Literacy is everywhere! Your child’s school day involves daily literary experiences. Our classrooms are created to be literacy-rich environments, filled with books, print, songs, and language. The Literacy component has been established to help enhance skills that support language development and the reading and writing skills children need for School Readiness.

**Home Visits for the Early Head Start/Head Start/GSRP Classrooms**

Home visits are an important part of the Wayne Metro Head Start and GSRP programs. They enable staff to get to know you and learn about your home, life, and interests. Home visits are an opportunity for information sharing about your child’s growth and development and relevant program information. This is a great forum to talk openly and ask any questions you may have.

Home visits strengthen the coordination of your child’s learning experience between home and school. **Home visits are a mandatory part of our program.** Home visits are scheduled in advance and typically last one hour. They take place two (2) times per year by teaching staff.
Parent/Teacher Conferences for the Early Head Start/Head Start/GSRP Classrooms

Along with home visits, parent/teacher conferences are an important part of the communication process between parent and teacher. Twice a year, the teaching staff will set a specific time to meet with you. You will have the opportunity to review anecdotal notes, records, and examples of your child’s work. It is a great time for you to ask any questions or discuss specific concerns as well. Each conference will last 45 minutes.

Playground/Outdoor Play

The outdoor environment is an extension of the classroom. Outside learning experiences give children a chance to stretch large muscles, breathe fresh air, take in the sunshine and enjoy the freedom of open space. Young children sleep better, eat better, and learn better because the outside soothes and stimulates the senses. Playing outside promotes healthy habits and strengthens children’s immune systems.

All children are expected to participate in outside play and activities, unless noted by a doctor. Children will not go outside when thunder and lightning are present, during intense heat or cold, or in constant raining or icy conditions. However, we go outdoors when it snows, so please dress your child appropriately with boots, hats, gloves/mittens, winter coats, and snow pants (if possible). The Early Childhood Services policy is that children will go outside if the temperature reads above 32 degrees Fahrenheit with the wind chill as long as the outside play space is free from ice or standing water. On hot days, children will be provided with shade and water.

Rest Time

Children enrolled in full day Head Start/GSRP will spend part of their afternoon (about 1 - 1.5 hours) resting on cots with a sheet and blanket that we provide.

Children enrolled in Early Head Start classrooms will nap or rest when they are tired. Children under 12 months of age will nap in cribs. For the safety of infants, soft objects such as blankets and pillows are prohibited in cribs.

Multicultural Principles

The purpose of multicultural/anti-bias programming within the Early Childhood Services programs is to help staff and families learn more about themselves and their communities by learning to understand the culture of others. To encourage cultural inclusion, parents are invited to participate in cultural diversity events, share stories and pictures in the classroom, at parent meetings and with staff.
Diversity Statement

Valuing diversity is a critical success factor for Early Childhood Services. Diversity includes race, ethnicity, disabilities, sexual orientation, gender, religion, culture, function, hierarchy, physical ability, physical appearance, language, life-styles and geographical origin. Wayne Metro values and supports diversity in staff, families, and the community. It is mandatory that all Wayne Metro employees demonstrate openness to diversity and inclusion.

Screenings

Head Start programs are required to conduct developmental and social-emotional screenings for every enrolled child. Screenings are an opportunity to identify each child’s strengths as well as address areas that may require further investigation and intervention. Wayne Metro uses the Ages and Stages Questionnaire, Third Edition (ASQ-3) for developmental screenings and the Ages and Stages Questionnaire: Social Emotional 2 (ASQ: SE 2) for social-emotional screenings. Both are parent questionnaires that will be completed by the parent or guardian. If a concern is identified with either screening, parents or guardians will be notified and provided additional information and activities to support their child’s growth and development.

Disability Services

Wayne Metro Early Childhood Services is an inclusive program. A minimum of 10% of the total number of enrollments within a program year must be made available to children with disabilities. Although Head Start is a pioneer in including children with disabilities, laws and regulations related to children’s rights and protections have been enacted and must be followed in all early childhood programs.

Children with disabilities may include those with speech and language impairments, vision or hearing difficulties, developmental delays, Down’s syndrome, autism, and other disabilities. Wayne Metro Early Childhood Services is responsible for providing, directly or in cooperation with school districts (LEA) or other agencies, services to these children with special needs. It is our goal to include children with special needs in all aspects of the program.

This “inclusion” model benefits children with special needs in several ways, including:

- Learning in the company of peers
• Building friendships with typically-developing peers from their own neighborhoods and communities
• Receiving services and support in context of their regular classrooms without being isolated
• Developing the social competence, they need to become active learners

If you have concerns regarding your child’s development, please speak to your child’s teacher. An action plan will be created to address your concerns. If it is determined that further evaluation is needed, we will work with your local school district. If your child is eligible for special services, you will participate in developing an Individualized Education Plan (IEP) that will ensure your child’s developmental needs are being met. Once IEP goals have been established, your child’s teacher will work with you to incorporate those goals into the classroom activities.

Parents that are interested in volunteering in classrooms that include children with special needs can sign up for Wayne Metro’s Disability Parent Volunteer Program. Training will be provided. Please contact the MHDS Manager, Wanda Oputa, at 313-202-0320 for additional information.

The Individuals with Disabilities Education Act (IDEA)
The Individuals with Disabilities Education ACT (IDEA) is a law that makes free appropriate public education available to eligible children with disabilities throughout the nation ensuring special education and related services are available at no cost. The IDEA governs how state and public agencies provide early intervention, special education, and related services to more than 6.5 million eligible infants, toddlers, children, and youth with disabilities. Infants and toddlers, birth through age two, with disabilities and their families receive early intervention services under IDEA Part C. Children and youth ages three through 21 receive special education and related services under IDEA Part B.

Part B. Assistance for all children with disabilities:
• Includes provisions related to formula grants that assist states in providing a free appropriate public education in the least restrictive environment for children with disabilities ages 3 through 21

Part C:
Includes provisions related to formula grants that assist states in providing early intervention services for infants and toddlers birth through age 2 and their families for children and families. For more information regarding disability services, contact the Mental Health Disability Services Manager.

Services for Children with Disabilities

IDEA 2004 assures the following:

• All children between the ages of 0 and 21 with a diagnosed disability receive Free and Appropriate Public Education (FAPE).
• The rights of children with disabilities and their parents are protected.
• Least Restrictive Environment (LRE): A student must receive appropriate services in a setting which places the least restriction on his or her interaction with non-disabled students.
• The Individualized Education Plan (IEP): The Individual Family Service Plan (IFSP) is designed to meet the needs of each child with a disability. Assessments are made by a Multidisciplinary Evaluation Team (MET) through the Local Education Agency. The IEP must contain the child’s present level of performance, a statement of goals and objectives, the services that will be provided, the amount of time the child will be in regular education, the beginning and ending dates of service, and transition services beginning at the secondary level or earlier if appropriate.
• Parent involvement: Parents are critical members of the team responsible for designing and carrying out a child’s IEP or IFSP.

Americans with Disabilities Act (ADA)

In 1990, Congress passed the Americans with Disabilities Act. The ADA prohibits discrimination against any person with a disability in employment, public accommodations, commercial facilities, transportation, telecommunication, and State and local government. In order to qualify for rights under ADA, the person with the disability must have a history of an impairment that limits one or more major life activities or be perceived by others as having such impairment. The ADA also protects a person that has a relationship with a person with a disability if the relationship limits their ability to participate in major life activities.

Transitioning Children into Early Childhood Services

Tips for helping your child adjust to preschool:

• Your child may get sick more often as they are being exposed to other children and new environments for the first time. Don’t take it to heart.
• Make sure your child is well rested, up to date on immunizations, and washes his/her hands frequently to reduce the chances of sickness.
• Spend time talking to your child about preschool, what to expect before he/she starts, and what to look forward to such as making new friends.
• Take your child to the center and meet the teacher before the first day.
• Try not to build up pressure and anxiety around the first day of school. It can elevate your child’s fear of separation from you.
• Assure your child school is fun and safe and that you will return soon.
• Remain calm and smile. Your child will follow your lead.
• Develop a consistent routine at drop off time so your child knows what to expect each day. A predictable ritual such as a hug or high-five can make drop offs easier for you and your child.
• If your child is having difficulty at drop off, talk to your child’s teacher. The teacher will help you to develop a plan to make separation easier for you and your child.

Transitioning Infants from Pregnant Mothers

Pregnant mothers will remain in the program until their two week postnatal visit. Once the postnatal visit is complete, the infant will then be transferred into the EHS Home-Based program option. When applicable, infants can be transferred to the Center-Based program option once the infant reaches six weeks of age.

Transitioning from Early Head Start to Head Start

Making the transition from Early Head Start to Head Start is an important step for your child and family. Approximately six months prior to your child’s third birthday, your Family Advocate will contact you to begin the process. You and your child will be invited to visit a Head Start classroom, look at program options, and complete a new enrollment package. It is important that you engage with your Family Advocate/Parent Educator to ensure that the next step in your child’s learning experience is a positive next step for both of you.

Transitioning Children to Kindergarten

Wayne Metro will support families as their children leave Early Childhood Services to continue education with the School District or Local Education Agency (LEA) of their choice. Support will be offered in a variety of forms:
• Kindergarten classroom visits will be arranged to familiarize the children with their new classroom environment. Kindergarten Teachers and Head Start/GSRP Teachers will work together to develop an activity that will orient the children to the Kindergarten setting. Parents will be invited to accompany their child to the new and exciting
environment. A Head Start/GSRP Kindergarten Parent Meeting will be arranged to discuss:
  o School District expectations and curriculums
  o Ideas for summer parent support of child development
  o Information of how parents can take an active role in their child’s education
• Special Education Services
• In May, a Home Visit will take place to assist parents in understanding their child’s progress over the year and identify areas of support for Kindergarten entry. A Transition Plan will be completed for all children.
• Parents will be made aware of pre-enrollment opportunities for Kindergarten bound students. With permission, Head Start and GSRP will facilitate the transition of necessary Kindergarten registration information.
• Also in May, Transition Packets of activities and information will be distributed for parent support of child development.
HEALTH AND NUTRITION

Health
Early Head Start/Head Start and GSRP guidelines and Michigan state law require that every child have a physical examination complete with needed immunizations before entering the program. Our program also requires that every child visit the dentist, wash their hands before meals, and brush their teeth after meals.

Nutrition

PLEASE DO NOT SEND ANY FOOD TO SCHOOL
Each session’s meals will be at least 1/3 of the child’s daily nutritional needs. Children in full-day session will receive 2/3 of their daily nutritional needs. Parents must provide any information about their child’s special dietary needs or food allergies. Head Start and GSRP is responsible for what is presented to eat and the manner in which it is presented and the children are responsible for how much and what they eat. We make every effort to accommodate ethnic and cultural preferences.

Nutrition Curriculum
Reggie’s Rainbow Adventure® is a nutrition and physical activity classroom-based curriculum for preschool children. The seven-week program chronicles the adventures of Reggie the superhero (who looks like a piece of broccoli). Reggie travels to several islands that correspond with the colors of the rainbow. Each week children sample healthy fruits, vegetable, and foods they may not normally eat. Parents are also provided educational brochures and handouts on nutrition and wellness.

Mealtime and Nutrition assessments
A nutritious breakfast, lunch, and afternoon snack is served in a family-style setting each day in our centers through the Child and Adult Care Food Program (CACFP). The nutritional status of each child is assessed by reviewing the hemoglobin level, health and nutritional history given by a parent/guardian, and height and weight (measured at least twice during the school year). To help us meet the needs of your children, please provide Early Head Start/Head Start and GSRP with information about any special dietary needs or allergies your child might have. A Food Substitution form must be filled out by your child’s doctor to clarify
the food restrictions due to medical concerns. Please see your Family Advocate to obtain a copy of the form.

Nutritious snacks are provided to the families enrolled in our Early Head Start home-based program during bi-weekly socializations.

**What can you expect?**
- All children will be served a healthy lunch consisting of milk, a protein like meat or cheese, vegetable and/or fruit, and bread equivalent. Meals will meet the minimum nutritional requirements. All meals are served family style.
- Infants will have individual menus that are updated daily based on their intake.
- Infants will be fed on demand.
- Ready to feed formula will be provided for the infants up to 12 months old.
- Breastfeeding mothers will be provided support, education, and a comfortable place to breastfeed.
- Expressed breast milk will be properly stored and handled for the child’s consumption from a bottle.
- Children attending morning classes will be served a breakfast. Lunch will be served before they leave the center.
- Children attending afternoon classes will receive lunch upon arrival and a nutritious snack before going home.
- Children attending the full day option will receive all three meals.
- Menus will be dated, posted in classrooms, and sent home monthly to all parents.
- Foods served are low in sugar, salts, and fats. Substitutions will be noted on classroom menus.
- Parent volunteers are encouraged to participate in the nutrition program. Parent input is welcome in menu planning.
- Children will be encouraged, but not forced to eat.
- Nutrition education and food experiences will be a part of the curriculum for children.
- Parent nutrition education classes may be offered throughout the school year based on the interest of the parents.

The goal at Wayne Metro Head Start and GSRP is to help children build the foundation for healthy eating habits and positive attitudes about nutrition that will last them a lifetime.

**USDA Non-Discrimination Statement**
Non-Discrimination Statement In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies,
offices, and employees, and institutions participating in or administering USDA programs are
prohibited from discriminating based on race, color, national origin, sex, disability, age, or
reprisal or retaliation for prior civil rights activity in any program or activity conducted or
funded by USDA.

Persons with disabilities who require alternative means of communication for program
information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should
contact the Agency (State or local) where they applied for benefits. Individuals who are
deaf, hard of hearing or have speech disabilities may contact USDA through the Federal
Relay Service at 800-877-8339. Additionally, program information may be made available in
languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination
Complaint Form, (AD-3027) [http://www.ascr.usda.gov/complaint_filing_cust.html] online,
and at any USDA office, or write a letter addressed to USDA and provide in the letter all of
the information requested in the form.

To request a copy of the complaint form, call 866- 632-9992.

Submit your completed form or letter to USDA by:

1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400
   Independence Avenue, SW, Washington, D.C. 20250-9410;

   (2) fax: 202-690-7442; or

   (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

Illness

Please do not send your child to school if he/she has a fever, unexplained rash, diarrhea,
vomiting, excessive coughing, or any other possible communicable disease. It is better for
your child to rest at home than to come to school on these days. You must call the center if
your child is going to be absent. Please refer to the Communicable Disease Policy in your
Orientation Package or see the classroom staff for additional information.
Medication Policy
Wayne Metro Early Childhood services will follow the Michigan Association of School Nurses Medication Administration for Unlicensed School Personnel and State of Michigan Child Day Care Licensing Regulations. A current Permission for Prescribed Medication form must be on file. Parents can obtain a form from their Family Advocate. All medication dispensed (including topical ointments) must have a written order signed by the physician with signed parental consent for administration by Wayne Metro staff. Only physician prescribed medication will be accepted at Early Head Start and Head Start. All medication received for administration by HS staff members must be given to the Site Manager or, assigned Family Advocate.

If a child requires life-saving medication (i.e. Asthma Inhalers, Diastat, or an Epi-Pen), the parent/guardian must:
- Have a written order signed by the physician and parent
- Bring the medication to the center for the first day of class
- Bring the medication in the original container with the current date, expiration date, the child’s name, physician name, medication name, dosage, and method of administration
- Pick up all unused medication at the end of the school year or un-enrollment in the program

Hand Washing
Effective implementation of hand washing significantly reduces health risks to children and adults by limiting the spread of infectious germs. Staff, volunteers and children will wash their hands with soap and running water after toilet use, before food preparation, handling, consumption, or any other food-related activity. Hand washing will be repeated and monitored if contaminated with blood or other bodily fluids, and after handling pets or other animals. Staff must also wash their hands with soap and running water before and after giving medication, as well as before, and after assisting a child with toilet use.

Notification of Accidents, Injuries, Incidents, Illness
Family Advocates will inform parents of any accidents, injuries, incidents or illness that occur while a child is in school. When an accident or injury occurs which requires professional attention, the parent or emergency person will be contacted immediately. Please make sure we have up to date contact information as well as current home, work, and cell telephone numbers for each person listed on the emergency card. A written accident report will be completed by the staff that witnessed the incident and placed in the child’s file.
Health and Safety Policies and Procedures

Health practices and policies followed by Wayne Metro Head Start and GSRP comply with State of Michigan Child Care Licensing requirements as well as both federal Head Start Performance Standards and Wayne Metro Policies and Procedures. Health and safety of both children and staff are of paramount importance to us including:

• Hand washing and tooth brushing procedures are posted in all bathrooms. Staff supervises these activities at all times.
• Children and staff wash hands prior to eating and after restroom use, exposure to discharge, blood or urine/feces and as necessary.
• Staff use disposable gloves whenever assisting with toileting or cleanup of body fluids.
• Children who soil themselves are assisted immediately with cleanup and are given a change clothes if available. Soiled clothing is placed in leak proof bags and placed in the child’s cubby. Parents are made aware of soiled clothing. Absolutely no rinsing out or laundering of children’s clothing is done at Head Start or GSRP.
• Sheets and blankets will be provided to all center-based children.
• All table surfaces are washed and sanitized throughout the day using a 1:10 parts chlorine bleach solution prepared daily. Toys and manipulative are sanitized weekly and as needed each day.
• Wayne Metro Early Childhood Services follow all recommendations of Wayne County Health Dept. to control communicable disease in schools, excluding infected children, and notifying all parents at an affected site.
• All staff are provided annual training on medication administration, universal precautions, and communicable disease prevention. In addition, staff receives American Red Cross annual CPR/First Aid certification.
• Children with severe health concerns will have a Health Care Plan put into place with the CHDS Manager /Health Specialist, Site Manager, Family Advocate, and teaching staff to ensure the safety of the children.
• Age-appropriate sunscreen can be applied to children with written parent/guardian permission using the Sunscreen Authorization form. Physician’s approval is not required for sunscreen. Please see your Family Advocate for the form.

If you have any questions regarding our nutritional or medical procedures please consult Health Specialist Manager, Leslie Kern.

Mental Health Services

Wayne Metro Early Childhood Services embraces a vision of mental wellness. Our goal is to build collaborative relationships among children, families, staff, and mental health
professionals in order to enhance awareness. We support a culture of understanding around mental wellness and the contribution that mental health information and services can make to the wellness of all children and families.

A certified Mental Health Consultant will be available on-site throughout the school year to provide information and consultation for staff and families. Times will vary depending on the location. These may include support with locating needed treatment along with services and resources for children, families, and staff. Mental Health Consultant contact information, and on-site location times can be found on the parent board at each site and in each classroom should you want to schedule a meeting or call.

Wayne Metro Early Childhood Services classrooms are observed by a Mental Health Consultant twice a year.

The Mental Health Disability Coordinators (MHDS) will provide guidance and strategies from information gleaned through observations at each site. During these classroom visits, the MHDS staff provides recommendations to help teaching staff in meeting the mental wellness needs of children, and assist in identifying children needing further assistance.

**On-Site Office Hours for Staff and Parent Consultations**

To contact the Mental Health Consultants prior to scheduled dates, please complete a Referral for Special Services form with your Site Manager.

**Second Step**

Wayne Metro implements the Second Step Program for preschoolers enrolled in the Head Start Program option. Second Step address both the child and the family through the following guides:

- Second Step Early Learning
- Second Step Family Guide

This is a classroom–based curriculum designed to decrease problem behaviors, increase student’s school success, and promote social-emotional competence and self-regulation.

Second Step teaches children to identify and understand their emotions and the emotions of others. Second Step works to reduce impulsiveness, helps children choose positive goals, and learn to manage their emotional reactions. Strategies are provided for children daily and documented on the lesson plan. The Family Guide is a training that teaches parents strategies to promote their child’s social emotional competence and self-regulation.
Positive Behavior Intervention Support (PBIS)

Positive Behavior Intervention Support (PBIS) is an approach that is used by staff for working with children with challenging behaviors. PBIS supports children in achieving meaningful, long-term outcomes. Emphasis is on the prevention of challenging behaviors, developing prosocial skills, and the use of research-based strategies for addressing existing behavior concerns. The PBIS approach helps increase a child’s capacity for learning by promoting a positive climate and culture, utilizing school-wide classroom and individual expectations.
PARENT, FAMILY & COMMUNITY ENGAGEMENT

At Wayne Metro Early Childhood Services, we refer to our Social Services component as the Parent, Family, and Community Engagement Department. Our goal is to partner with you, your family, support system, and community to help you and your child reach the goals you strive for.

Each family is assigned a Family Advocate. Family Advocates are generally one of the first employees you meet. They are here to help you enroll your child into the program, assist in getting all of the documentation needed for the enrollment process, and assign your child to a classroom. Family Advocate services include assisting you to set goals for you and your family while offering resources and referrals to additional services you may need.

The goal of the Parent, Family and Community Engagement department is to be of service to your family. We are here for you and your child/children.

Child Abuse and Neglect
The Child Protection Law requires that a teacher, school administrator, nurse, social worker, or duly regulated child care provider, “who has reasonable cause to suspect child abuse or neglect must immediately by telephone or otherwise make an oral report or cause a report to be made of the suspected child abuse or neglect, a written report shall follow.” In the event, a report is made, we will make every attempt to determine what occurred and immediate help will be obtained. Parents may or may not be informed of a report. If you suspect any abuse or neglect, you are to call 1-855-444-3911 to report it.

Parent Involvement/Volunteerism
My Rights as a Parent:

- To ensure that my child attends class daily in order for him/her to best benefit from the program
- To take part in decisions affecting the planning and operation of the program
- To help develop adult programs that will improve daily living for me and my family
- To be welcomed in the classroom
- To be informed regularly about my child’s progress
- To be always treated with respect and dignity
- To expect guidance for my child from the teachers and staff which will help his/her overall development
• To have the ability to learn about the operation of the program including the budget and the level of education and experience required to fill various staff positions
• To take part in planning and carrying out programs designed to increase my skill in areas of possible employment
• To be informed about community resources concerned with health and education that can help to improve the quality of the life of my family
• To choose whether or not I participate without fear of endangering my child’s right to be in the program

My Responsibilities as a Parent
• To assume an active role in my child’s education by learning about the program and take an active part in decision making
• To accept the program as an opportunity through which I can improve my life and my children’s lives
• To take part in the classroom as an observer or a volunteer worker and to contribute my services in whatever way I can toward enrichment of the total program
• To provide parent leadership by taking part in elections, to explain the program to other parents and encourage participation
• To welcome teachers and staff into my home to discuss ways in which parents can help their children’s development at home in relation to the school experience
• To work with teachers, staff and other parents in a cooperative manner
• To nurture my child’s growth in ways that are both loving and protective
• To offer constructive criticism of the program, to defend it against unfair criticism and to share in evaluating it
• To take advantage of programs designed to increase my knowledge about child development, parenting and other skills in areas that may result in possible employment
• To become involved in community programs which help to improve health, education and recreation
• To treat all staff with respect and dignity
• To maintain two-way communication with center staff

Behavior and Conduct
The following behaviors are considered to be unacceptable and will not be tolerated at any of our Early Childhood Centers or functions:
1. Loud and abusive behavior
2. Smoking
3. Being at the center while under the influence of drugs or alcohol
4. Illegal conduct such as stealing, assault, etc.
5. Gossiping or slandering of children, staff, or families
6. Behaviors that are detrimental to the Early Childhood Services Programs
7. Neighborhood menacing or violation of city/state public ordinances
8. Violation of Agency Policies and Procedures as related to the Early Childhood Services' Programs
9. Misrepresentation of the Agency and/or Early Childhood Services Programs

In the event that the above behaviors are observed and substantiated by the Director of Early Childhood Services and/or the Early Childhood Services Management Team, the following consequences may occur:
1. Oral and/or written reprimand by the Director of Early Childhood Services
2. Exclusion from future activities
3. Exclusion from program

Parent Committee Meetings
Parent meetings take place monthly at each site. All Head Start, Early Head Start, and GSRP parents are considered members of their site’s Parent Committee. Those attending the meeting can:
1. Help make center decisions
2. Voice your opinions
3. Become an officer, learn leadership skills, and take part in planning parent events
4. Be elected as a Policy Council Representative
Policy Council
This is a monthly meeting where you can:
1. Help make decisions for the Grantee program
2. Voice your opinions
3. Request changes to current policies
4. Serve on subcommittees to evaluate and promote Early Childhood Services
5. Become an officer, learn leadership skills, and take part in planning parent events and community projects

GSRP Advisory Council
GSRP meetings takes place three times per school year and is open to all GSRP parents. The meeting is hosted by Wayne RESA and provides GSRP parents an opportunity to learn more about the program. Meeting dates will be distributed to all GSRP parents.

Educational Opportunities for Parents
1. Educational opportunities
2. Employment opportunities
3. Obtaining leadership skills
4. Advocacy skills
5. Employment and training programs
6. Community involvement and awareness programs
7. Educational systems opportunities
8. Learning the importance of parent involvement in relation to your child’s growth, development and education

Parents & Volunteers
WE LOVE VOLUNTEERS!!!
Volunteering is a very important part of our program and volunteer hours mean much more to the program than you may realize. Not only are you lending a helping hand, you are also helping to bring more funding to our program. Much of our funding depends on our ability to recruit parent and community volunteers to support high levels of monthly volunteer hours. Research shows, children with involved parents have greater academic success! Please
keep in mind that you will not be paid for volunteering. If you are interested in a paid position, please check in the school office for employment listings and opportunities.

Volunteer Opportunities at the Center

- Parent Committee meetings at the center
- Policy Council meetings at the grantee agency
- Subcommittee meetings (menu planning, event planning, budget etc.)
- Curriculum planning meetings with the teachers
- Serving as an officer of the Parent Committee or Policy Council
- Attend conferences, workshops, and seminars to represent Early Childhood Services and report back to your group
- Work on the newsletter, calendars, flyers, posters, parent bulletin board, etc.
- Organize and/or staff the Parent Room
- Volunteer in the kitchen
- Answer the telephone
- Help with general office filing
- Make copies
- Help with paperwork

Volunteer Opportunities in the Classroom

- Help the teacher
- Work with the children
- Read a book or tell a story
- Help with tooth brushing
- Help with meals and snacks
- Help clean up
- Help with paperwork
- Assist with in center events
- Share a talent or teach a skill (talk about your job, play an instrument, etc.).

Volunteer Opportunities at Home

- Classroom prep work (cutting out materials, tracing, etc.)
- Cooking or baking refreshments for Parent meetings
- Make play dough, etc. at home for the classroom materials
- Make suggestions for menu plans, Family Events, lesson plans
- Call other parents regarding meetings, committee work, etc.
- High Scope take home activities
- Assist with center newsletters
Fatherhood/Male Involvement

The purpose of the Fatherhood/Male Involvement program is to establish and maintain a partnership with all Early Childhood Services' Fathers/Males. We believe the involvement of responsible fathers/males is essential to the economic, emotional, and social health of our children in all cultures.

We provide support to fathers/males by offering:

- Annual Fatherhood Conferences
- Workshops/trainings
- Resources and referrals
- Parent advocacy
- Parent events
- Father/male child events
- Community involvement

Parent/Family Education

Wayne Metro Early Childhood Services are MUCH more than FREE Early Childhood Educational Programs! They are comprehensive programs with the goal is to educate both parent and child on their journey of a lifetime of learning. Trainings and workshops are provided for all parents and community volunteers. Nutrition, literacy, and homeownership classes are a few of the many classes we offer for Early Childhood Services' parents and volunteers. We support our families with resources and referrals with everything from emergency food to grandparents’ rights and GED classes. We have opportunities for parents, grandparents, and siblings of children to learn leadership skills and advocacy skills.

While your child is growing and learning in their classroom, you can also gain a vast amount of education and opportunities to build skills by attending educational courses throughout the school year. Many of our programs offer Certificates of Completion which can be included on your resume and improve your employability skills. We encourage parents and guardians to take advantage of all resources that are available to you and your family.

High Scope/School Readiness Parent Training is provided each month at site parent meetings. Additional training is provided throughout the year.
Community Complaints

Performance Objective
Wayne Metro Early Childhood Services’ Programs are committed to ensure that every complaint is appropriately resolved.

Operational Procedure:
All Management Team members, Policy Council members, personnel and volunteers shall uphold positive relations with parents, children, outside agencies, businesses, partners, and the community-at-large while interacting with Wayne Metro’s Early Childhood Services Programs.

1. All groups listed above should welcome and solicit constructive suggestions from the community and seek positive relations with the community at all times.

2. Community complaints shall be resolved at the appropriate level and with the appropriate supervisor in the Wayne Metro Early Childhood Services Programs. Complaints initiated at a higher level than is appropriate, or which have not been addressed to the appropriate party, will be referred to the proper party for review and resolution.
   a. Complaints shall be handled according to the policies and procedures in effect for Wayne Metro Early Childhood Services.
   b. Wayne Metro staff may not intimidate, retaliate, threaten, coerce, or discriminate against a complainant, his/her witness or anyone involved in the investigation of a complaint.

3. The decision of the highest level of recourse of agency (normally the governing board) will be considered as a final disposition of the complaint. The only exception to this policy would be complaints having to do with any of the following:
   a. Abuse of power by the agency governing board
   b. Illegal activity not fully resolved by the agency governing board
   c. Decisions by the agency governing board that conflict with Early Childhood Services regulations

4. Community complaints will be handled according to the following procedure:
   a. The complaint must be received in writing and addressed to the Director of Early Childhood Services. The Director of Early Childhood Services (or his/her designee) will investigate the complaint and attempt to resolve the issue and satisfy the complainant. A written response will be provided to the complainant within (5) business days of receiving the complaint.
b. If the issue is not resolved, the complainant shall request that the Director of Early Childhood Services forward all correspondence related to the complaint to the Chief Programs Officer for resolution within (10) business days.

c. If still not resolved, the complainant shall request that the Director of Early Childhood Services forward the complaint and all correspondence related to the complaint to the Chief Executive Officer for resolution within ten (10) business days.

d. If still not resolved, the complainant shall request that the Director of Early Childhood Services forward the complaint and all correspondence related to the complaint to the Governing Board for final resolution at their regularly scheduled meeting. A copy of the final written resolution shall be forwarded to the Director of Early Childhood Services for filing and for distribution to the appropriate individuals and/or agencies within (10) business days. The decision of the governing board, the highest level of recourse of the agency, will be considered as a final disposition of the complaint.

e) The Policy Council shall be informed by the Director of Early Childhood Services of the initial complaint and at every step of the resolution process.
Policy Council is not involved in the resolution process, rather the process of being informed and in communication with the Director of Early Childhood Services. Policy Council will be kept informed of the resolution process.
Wayne Metro Early Childhood Services
Head Start Standards of Conduct

1302.90 Standards of Conduct

1) A program must ensure all staff, consultants, contractors, and volunteers abide by the program’s standards of conduct that:
   i. Ensure staff, consultants, contractors, and volunteers implement positive strategies to support children’s well-being and prevent and address challenging behavior;
   ii. Ensure staff, consultants, contractors, and volunteers do not maltreat or endanger the health or safety of children, including, at a minimum, that staff must not:
      A. Use corporal punishment;
      B. Use isolation to discipline a child;
      C. Bind or tie a child to restrict movement or tape a child’s mouth;
      D. Use or withhold food as a punishment or reward;
      E. Use toilet learning/training methods that punish, demean, or humiliate a child;
      F. Use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child;
      G. Physically abuse a child;
      H. Use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child’s family; or,
      I. Use physical activity or outdoor time as a punishment or reward;
   iii. Ensure staff, consultants, contractors, and volunteers respect and promote the unique identity of each child and family and do not stereotype on any basis, including gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition;
   iv. Require staff, consultants, contractors, and volunteers to comply with program confidentiality policies concerning personally identifiable information about children, families, and other staff members in accordance with subpart C of part 1303 of this chapter and applicable federal, state, local, and tribal laws; and,
   v. Ensure no child is left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care.

2) Personnel policies and procedures must include appropriate penalties for staff, consultants, and volunteers who violate the standards of conduct.
I have read and understand the Wayne Metro Community Action Agency - Head Start Standards of Conduct.

I agree to adhere to the standards and understand that conclusive evidence of any of the actions listed will constitute a violation of these standards and may result in disciplinary action, up to and including termination.

It should be understood that other behavior, not explicitly listed below, but which is clearly in disregard of the agency’s mission, guiding principles, and its interests, may also be grounds for disciplinary action per Wayne Metro’s Employee Handbook.

I am a:  ☐ Staff  ☐ Volunteer  ☐ Parent  ☐ Consultant  ☐ Contractor

______________________________ ______________________________ __________________________
Printed Name               Signature             Date
CONNECT WITH WAYNE METRO COMMUNITY ACTION AGENCY

Wayne Metro is here to assist each family, child, and parent to identify and address his or hers unique needs and goals. If you are seeking services or supports, please contact your Family Advocate.

With the assistance of our Wayne Metro CONNECT™ Call Center, your Advocate can assist you to apply for additional Wayne Metro wrap around services.

If you have family members or friends seeking services...

1. Contact the CONNECT (™) Call Center. The Call Center is open Monday – Friday, from 9:00 a.m. to 4:30 p.m.

2. Or visit www.waynemetro.org on your computer or smart phone and Click on the Chat icon:

After you complete the required fields, you will be connected to our friendly CONNECT™ Call Center staff members who will be happy to assist you.

The CONNECT™ Call Center live Chat is available Monday – Friday, from 9:00 a.m. to 4:30 p.m.
Learn and Earn Apprenticeship Program

LEAP TO TEACH

Learn and Earn Apprenticeship Program

Get Paid to Learn!

------------------------------------------ LEARN ------------------------------------------

What it takes to become an Early Childhood Educational Professional and complete 120 hours of free on-site training leading to a Child Development Associate (CDA) credential.

------------------------------------------ EARN ------------------------------------------

480 hours of experience working with children in a center-based Wayne Metro Head Start classroom and receive a monthly stipend.

------------------------------------------ APPRENTICESHIP ------------------------------------------

Opportunities designed to mentor candidates through the credentialing process with guidance from a workforce development coach.

------------------------------------------ PROGRAM ------------------------------------------

Provides access to supportive services aimed at fostering professional recognition leading to a direct pipeline to employment opportunities.

This program is made possible through the generous support of:
Community Foundation for Southeast Michigan
Ralph C. Wilson, Jr. Foundation
Walmart Foundation

Monique Martin - Johnson
313-324-7912 | leaptoteach@waynemetro.org
waynemetro.org/leaptoteach | facebook.com/waynemetro
WAYNE METRO COMMUNITY CORPS

The Wayne Metro Community Corps is a people-powered volunteer program designed to improve and impact areas and instances of need throughout Wayne County.

Along with short-term projects like community cleanups, volunteer days, and event support, the Community Corps is designed around some of the latest volunteer tracking technology to pair eligible and passionate volunteers with ongoing opportunities right in their own community.

The Community Corps is open to individuals, groups, corporations, or already established volunteer forces who are looking to make a difference. For more information about joining the Community Corps, visit waynemetro.org/vol.

ABOUT WAYNE METRO

Servicing all of Wayne County including the City of Detroit, Wayne Metropolitan Community Action Agency works to empower low-income people and strengthen communities through a variety of diverse programming and services. Working to combat the causes and conditions of poverty since 1971, Wayne Metro delivers our clients essential programming surrounding education, housing, and financial empowerment, as well as provides basic needs services to individuals, families, and children. With a low administration rate of 8%, $0.92 from every donated dollar is utilized for direct client services. Wayne Metro maintains offices in the City of Detroit and Wyandotte, and operates over 20 service sites throughout Wayne County.

WHAT IS COMMUNITY ACTION?

Community Action Agencies (CAAs) are nonprofit private and public organizations established under the Economic Opportunity Act of 1964 to fight America’s War on Poverty. Community Action Agencies help people to help themselves in achieving self-sufficiency. Today there are approximately 1000 Community Action Agencies, serving the poor in every state as well as Puerto Rico and the Trust Territories.

To learn more, visit www.waynemetro.org

Apply for Services
Donate
Volunteer
Request Sponsorship
See Upcoming Events
Digital Learning
Careers
Guided by our belief that no one should live in poverty, Wayne Metro empowers people and communities to be strong, healthy and thriving.

**THE EMPOWERMENT PATHWAY**

Wayne Metro’s Empowerment Pathway service delivery model aims to address the unique needs of each individual providing guidance, tools, and supports to help residents **CONNECT, ENGAGE, BUILD** and **THRIVE** in their community. We work collaboratively to deliver sustainable solutions that alleviate the causes and conditions of poverty in Wayne County.

**CONNECT**
- Call Center
- Eligibility Assessment & Resource Navigation
- Energy Utility and Water Assistance
- Information & Referral Services

**ENGAGE**
- Community Baby Shower
- Food Access
- Healthy Baby Resources
- Home Energy Supports
- Homeless Prevention
- Nutrition Education
- Rehousing
- Passenger & Transportation Safety

**BUILD**
- Youth, Summer and After School Programs
- Digital Learning
- Early Childhood Services & Education
- Employment Skill Building
- Family Literacy & Education
- Neighborhood Redevelopment
- Transportation Solutions

**THRIVE**
- Financial Coaching
- Foreclosure Intervention
- Home Ownership
- Home Repair Loan Program
- Matched Savings
- Stabilizing Families
- Tax Preparation

**Wayne Metro Connect**

(313) 388-9799 • TTY: 1-800-649-3777 • WAYNEMETRO.ORG

The Wayne Metro Connect Call Center is a state-of-the-art local call center designed to assist clients with enrollment in Wayne Metro’s diverse programs and services.
# Wayne Metro Project High Five 2019-2020 School Year
## Important Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/4/2019</td>
<td>Open House/Orientation</td>
<td>All Sites</td>
</tr>
<tr>
<td>9/9/2019</td>
<td>1st Day of School</td>
<td>All Sites</td>
</tr>
<tr>
<td>9/19/2019</td>
<td>Lego Night</td>
<td>All Sites</td>
</tr>
<tr>
<td>10/2/2019</td>
<td>Donuts with Grown Ups</td>
<td>All Sites</td>
</tr>
<tr>
<td>11/5/2019</td>
<td>Election Day/School Closed</td>
<td>All Sites</td>
</tr>
<tr>
<td>11/11/2019</td>
<td>Veterans Day/Agency Closed</td>
<td>All Sites</td>
</tr>
<tr>
<td>11/14/2019</td>
<td>Science Night</td>
<td>All Sites</td>
</tr>
<tr>
<td>11/28/2019</td>
<td>Thanksgiving Break/Agency Closed</td>
<td>All Sites</td>
</tr>
<tr>
<td>12/19/2019</td>
<td>Muffins in the Morning</td>
<td>All Sites</td>
</tr>
<tr>
<td>12/23/2019</td>
<td>Winter Break/Agency Closed</td>
<td>All Sites</td>
</tr>
<tr>
<td>1/6/2020</td>
<td>School Resumes</td>
<td>All Sites</td>
</tr>
<tr>
<td>1/16/2020</td>
<td>Game Night</td>
<td>All Sites</td>
</tr>
<tr>
<td>1/20/2020</td>
<td>MLK Day/Agency Closed</td>
<td>All Sites</td>
</tr>
<tr>
<td>2/12/2020</td>
<td>Breakfast with Buddies</td>
<td>All Sites</td>
</tr>
<tr>
<td>2/17/2020</td>
<td>Presidents Day/Agency Closed</td>
<td>All Sites</td>
</tr>
<tr>
<td>3/11/2020</td>
<td>Literacy Night</td>
<td>All Sites</td>
</tr>
<tr>
<td>4/6/2020 – 4/9/2020</td>
<td>Spring Break/School Closed</td>
<td>All Sites</td>
</tr>
<tr>
<td>4/13/2020</td>
<td>School Resumes</td>
<td>All Sites</td>
</tr>
<tr>
<td>4/13/2020 – 4/17/2020</td>
<td>Week of the Young Child Event</td>
<td>All Sites</td>
</tr>
<tr>
<td>4/28/2020</td>
<td>Pancakes with Pals</td>
<td>All Sites</td>
</tr>
<tr>
<td>5/25/2020</td>
<td>Memorial Day/School Closed</td>
<td>All Sites</td>
</tr>
<tr>
<td>5/28/2020</td>
<td>Fatherhood Olympics</td>
<td>All Sites</td>
</tr>
<tr>
<td>6/11/2020</td>
<td>Last day of School Head Start</td>
<td>All Sites</td>
</tr>
<tr>
<td>7/6/2020 – 7/9/2020</td>
<td>EHS Closed</td>
<td>All EHS Sites</td>
</tr>
<tr>
<td>7/13/2020</td>
<td>EHS School Resumes</td>
<td>All EHS Sites</td>
</tr>
<tr>
<td>8/20/2020</td>
<td>Last Day of EHS</td>
<td>All EHS Sites</td>
</tr>
<tr>
<td>9/7/2020</td>
<td>School Resumes</td>
<td>All Sites</td>
</tr>
</tbody>
</table>
*Wayne Metro Project High Five follows the school year calendar. All classes operate Monday – Thursday, 8am – 4pm, unless otherwise noted.
Guided by our belief that no one should live in poverty, Wayne Metro empowers people and communities to be strong, healthy and thriving.

Through our work to diminish poverty, we envision communities where all people have hope and opportunities to realize their full potential.

Our ability to support you, your child, and your family extends beyond Head Start, Early Head Start and the Great Start to Readiness Program.

To access additional Wayne Metro programs and services, please contact our CONNECT™ Center by calling (313) 388-9799 or chat with us online at www.waynemetro.org