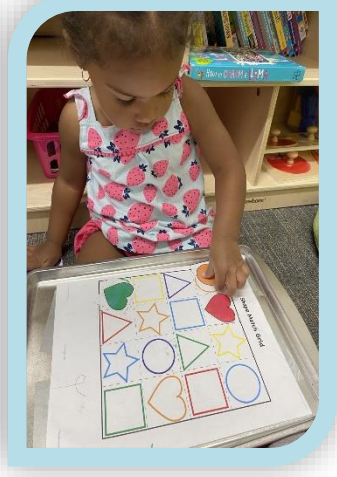


**G.P.I.S.D.  
BECKER EARLY  
HEAD START**

**PARENT  
HANDBOOK**

A guide for Becker EHS Parents

**2020-2021**



# WELCOME TO EARLY HEAD START!

Dear Families,

We are happy to have you and your child in the Galena Park ISD – Becker Early Head Start Program. We hope your time with us is a rewarding experience for you and your family.

This Early Head Start Parent Handbook is designed to provide you with information about the program and the important role you play in your child's experience and in the success of our program. You are your child's first and most important educator and you have the primary responsibility for your child's development.

Working together as a team, we will provide the support your child needs to succeed in school and in life.

Please read this handbook and become familiar with our policies and procedures. Keep this handbook in a safe place so that you can refer back to it as needed and let us know if you have any questions.

If we can be of assistance, please feel free to call the center at 832-386-2000.

Sincerely,

Becker Early Head Start Team !

Galena Park ISD



# GALENA PARK ISD BECKER EARLY HEAD START



## GPISD BOARD OF TRUSTEES

Ramon Garza, President;

Jeff Miller, Vice President;

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# GPISD BECKER EARLY HEAD START

## **OUR MISSION**

Preparing children and engaging families for school readiness and life-long success.

## **OUR VISION**

For every child and every family, excellent Early Head Start services every day.

## **ABOUT US**

Galena Park ISD Becker Head start program provides comprehensive services to children six weeks to three years old, their families and pregnant women, including full-day education services for all enrolled children.



## **GALENA PARK I.S.D.**

### **MISSION STATEMENT**

The mission of the Galena Park Independent School District is to prepare students to become productive citizens and lifelong learners.

### **MOTTO**

Leading... Learning... Serving

### **THEME**

Excellence in all, for all, by all.

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# YOUR EARLY HEAD START SERVICES

## EDUCATION AND DISABILITY

- Individualized Teaching
- Low Child/Staff Ratios
- Structured Routines and Schedules
- School Readiness Skills
- Culturally Diverse Settings
- Services for Children with Disabilities
- Screenings and Ongoing Assessments
- Individualized Activities
- Dual Language Curriculum
- Inclusive Classrooms



## HEALTH

- Medical and Dental Case Management
- Staff Certified in First Aid & CPR
- Clean and Safe Environments
- Indoor/Outdoor Physical Development
- Mental Health Services through GPISD



## NUTRITION

- Healthy Breakfast, Lunch, and Snacks
- USDA guided menus

## FAMILY SUPPORT

- Parent Engagement Activities and Leadership Opportunities
- Supporting Families to Meet their Need and Achieve Goals
- Community Resources and Services
- Transportation Services
- Fatherhood Initiative



# BECKER EARLY HEAD START

## SCHOOL READINESS GOALS

**School Readiness:** “Children possessing the skills, knowledge and attitudes necessary for success in school and for later learning in life.” (Office of Head Start)

Becker Early Head Start School Readiness Goals follow a birth-age through three years old approach and align with the Little Texans, Big Futures, Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines, the Head Start Early Learning Outcomes Framework (HSELOF) and the Parent, Family and Community Engagement (PFCE) Outcomes Framework.

Becker EHS School Readiness Goals are organized into five Developmental Domains.

### **Domains of School Readiness:**

- Approaches to Learning
- Social Emotional Development
- Language and Literacy
- Cognition
- Perceptual Motor and Physical Development

**\*\*Becker Early Head Start School Readiness Goals and Program Goals are displayed in every classroom’s Parent Information Board.**

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**Curriculum and Assessments:** Research based curriculum and assessments are used to measure child outcomes and to plan for individualized instruction that supports the development of each child.

**\*\*Weekly Lesson Plans are displayed in every classroom’s Parent Information Board.**

### **Research- Based Teaching Curricula:**

- Frog Street Curriculum for Infants and Toddlers: Offers learning experiences and materials to support toddlers' development and learning. The curriculum is organized around 13 thematic *Activity Guides* that include choices for weekly activities and learning centers.
- Partners for a Healthy Baby (Prenatal-age 5): Focuses on strengthening the family by addressing the overall well-being of both the child and the family.

### **Assessment and Screening Tools:**

- Early Learning Accomplishment Profile Assessment (ELAP)
- The Ages & Stages Questionnaire (ASQ-3)
- The Ages & Stages Questionnaires-Social Emotional (ASQ-SE)



The following policies and procedures in this handbook guides the operation of the Galena Park ISD Early Head Start child development program. This handbook is designed to answer many of the questions about the operation of the program.

Any changes or updates to this handbook will be communicated in writing and an updated copy will be placed in the parent resource center.

## HOURS OF OPERATION

The GPISD Early Head Start (GPISD – EHS) child development center is open from 7:30 a.m. to 3:00 p.m., Monday through Friday. Parents should arrive with their child(ren) no later than 8:00 a.m. to fully maximize the benefits of the education component and services.

The GPISD EHS child development program is open on a year-round basis. However, there are certain days when the center will be closed for staff development and training, building maintenance and special school holidays (See GPISD Calendar and Becker EHS monthly calendars).

## EMERGENCY CLOSINGS

For information regarding school closings due to inclement weather or emergency conditions, check the district's website - [www.galenaparkisd.com](http://www.galenaparkisd.com), on Facebook at [facebook.com/ GPISD](https://facebook.com/GPISD) and Twitter at [www.twitter.com/galenaparkisd](https://www.twitter.com/galenaparkisd), and/or GPISD Becker EHS Class Dojo app; or monitor the following television or radio stations:

- TV Stations KHOU - Channel 11 KTMD - Channel 47 KPRC - Channel 2 KTRK - Channel 13 KRIV - Channel 26 KXLN - Channel 45 KIAH - Channel 39
- Radio Stations KTRH - AM (740)

## ENROLLMENT PROCESS

The Galena Park ISD Early Head Start program provides services to income eligible families and pregnant women residing in zip codes 77015, 77029, 77049, and 77547 within the Galena Park ISD boundaries. Priority for enrollment is given to families with the highest needs based on our eligibility criteria. Early Head Start is a federal program designed to promote school readiness for children of enrolled families including those with disabilities or difficult family circumstances.

Enrolled families are strongly encouraged to actively participate in child development, child health and safety, family goal settings, parent education and other program content areas. Enrolled families must follow the program's policies and procedures as described in this handbook, Head Start Performance Standards, the Head Start ACT (As Amended December 12, 2007), Texas Minimum Standards for Childcare Centers and Galena Park ISD policies and procedures.

Parents must immediately notify the program of any changes in family data that occur after they enroll in the Early Head Start program. These changes may include the following: change of address, phone numbers where parents can be reached in case of emergencies, current health condition of the child, individuals authorized to pick up their child(ren) and changes in school/work schedules or employment.



## SUSPENSION AND EXPULSION

Becker EHS prohibits the use of expulsion because of a child's behavior. Temporary suspension is severely limited and used as a last resort in extraordinary circumstances, and only after collaborating with a mental health consultant, parents and utilizing appropriate community resources.

## TRANSITIONS

The initial transition process begins at the time a child is accepted into the EHS program and ends when the child turns three years old.

Transition planning begins at least six months prior to each child's third birthday to ensure the most appropriate placement and service following participation in Early Head Start.

EHS will share information about the Head Start Program in the area, available resources, provider lists and required information for child registration in a manner that is most appropriate for each family, via brochures and/or face-to-face meetings.

All of the partners who work with the family are involved in the transition process.

For children with disabilities, this may include Early Childhood Intervention (ECI) and/or Preschool Programs for Children with Disabilities (PPCD) staff. Transition activities are planned for each family based on their individual needs and preferences.

## ATTENDANCE

It is important that you and your child participate regularly in the program. Your child must maintain at a minimum, **85% attendance monthly**. (*Refer to the Parent Attendance Agreement signed at enrollment.*)

If attendance is not regular, the Family Service/Fatherhood and Partnership Specialist will contact you to develop a plan to improve attendance.

Parents are required to call the EHS office before 8:00 am if their child will not be attending the center or will be late on any given day.

## SUMMER SERVICES

The GPISD Early Head Start program is open on a year-round basis; however, we realize that families plan vacations in the summer months. Therefore, we offer parents the option to continue receiving Early Head Start services by providing home service activities during these months. The EHS attendance policy requires that a child's monthly attendance should not fall below 85%. Families who sign up for summer home services must comply with the required weekly home visits and socialization activities at the center to maintain attendance requirements.

## CHILDREN'S DRESS CODE

The environment changes frequently, therefore, it is important to dress your child according to the weather. Warmer months - lightweight cotton, colder months - wear layers of clothing and jackets.

Send your child to the center in clothing and shoes that fit properly, shoes for normal-everyday activities must be closed-toe. Sandals are allowed, as long as they are closed-toe and have a back strap.

To prevent injuries, please avoid putting jewelry or hair accessories on your child that could potentially be a choking hazard.

The center will not be responsible for lost or damaged items.

## PHOTOGRAPHY AND SOCIAL MEDIA

To ensure confidentiality for all children and families, Early Head Start parents/guardians may **only** take pictures/videos in our center of their own child.

Early Head Start staff and parents/guardians may not publish any photos or videos shared through the Class Dojo app that contain images of classmates or their families on personal Facebook, Twitter, Instagram, or any other social networking platform.

## ARRIVAL AND DEPARTURE PROCEDURES

Every precaution is taken to safeguard your child while he/she is in our care. Upon enrollment, parents will complete the **Admission Form** and list individuals who are authorized to pick up their child.

1. The person picking up a child will be asked for picture identification (valid driver's license or official government issued ID card). Authorized person must be at least 17 years old.
2. Child(ren) must be signed in and out of the center daily by the authorized individual.
3. Schedule enough time during your arrival and/or departure to communicate with your child's teacher, to share important information, complete health and diapering/toileting routines.
4. On your child's Daily Sign-In sheet, please leave two emergency phone numbers and the name of the person to contact. Make certain that this information is current and legible.
5. Children will only be released to those individuals listed on the Admissions Form.
6. If a parent or an authorized person appears to be under the influence of drugs or alcohol while attempting to pick up a child, local authorities will be contacted to ensure the child's safety.
7. In case of an emergency that will delay the pickup of a child, parents must contact the center as soon as possible for an alternate plan to be made.

8. In the event that a non- authorized person is the only one available for pickup, a parent can call the center and fax/email his/her consent.

The request should include the parent's name, date, time and a phone number where they can be immediately reached along with specific information about person picking up the child. The person picking up a child will be asked for picture identification (valid driver's license or government issued card).

## LATE PICK UP

Late pick up negatively impacts the children and staff, therefore, it is highly discouraged. Becker Early Head Start program operates from 7:30 am to 3:00 pm. If you realize you are unable to pick up your child, please notify the center immediately.

In the event that we are unable to contact parents/guardians, and a child has not been picked up from the center beyond service hours, local authorities may be contacted.

After three late pick-up notices have been issued, a plan of action will be developed. Failure to comply with the action plan may result in change of enrollment status.

## CENTER SAFETY/SECURITY

All visitors to the Early Childhood Center are required to sign in at the front desk, submit a valid ID and receive a visitor's pass. The Raptor Visitor Management System will screen all visitors for sex offence and/or custody violations, and provide a report to the district. Visitors are required to wear a visitor's pass through the duration of their visit, sign out and return the pass when leaving the center.

All building guest are asked to assist with center security by not allowing others to walk in behind them without signing in and/or checking in with EHS staff.

### **PARENT VISITATION**

Parents may visit the center at any time during hours of operation to observe their child, program activities, building, premises, and equipment without prior approval.

### **GANG-FREE ZONE**

The GPISD Becker Early Childhood campus is a Gang Free Zone in accordance to the Texas Penal Code. Any area within 1000 feet of the child-care center is a gang-free zone, where criminal offenses related to organized criminal activity are subject to harsher penalty.

## **DRUG-FREE ZONE**

A person commits a criminal offense (enhanced) if the person knowingly or intentionally possesses a controlled substance in, on, or within 1,000 feet of this school.

## **GUN-FREE ZONE**

Gun-Free School Zone Act and Texas state Weapon-Free School Zones law prohibit the possession of weapons within 300 feet of the premises of a school.

## **TOBACCO PROHIBITED**

All visitors are prohibited from possessing or using any type of tobacco product, including electronic cigarettes, or any other vapor devices, while on center's property at any time.

## **HITTING/SPANKING-FREE ZONE**

Parents will be asked to follow EHS guidance and discipline policy while at the center. No hitting/spanking their child while on the center premises.

# **CHILD ABUSE/NEGLECT REPORTING**

Program staff is trained annually to recognize signs of child abuse and/or neglect.

- Texas law requires that we report all concerns about child abuse and/or neglect to the Texas Department of Family and Protective Services (TDFPS) for investigation. These reports will be handled confidentially.
- EHS staff will make reports to TDFPS based on observations and/or reporting guidelines.
- Early Head Start staff will cooperate with TDFPS and other law enforcement agencies in their investigation. To the extent possible, any family reported for suspected abuse or neglect will be supported with referrals for assistance.

To report:

- Call the 24-hour DFPS State Central Registry (Child Abuse Hotline: 1-800-252-5400).
- Online reporting at <https://www.txabusehotline.org/Login/Default.aspx>

Parents are informed during orientation that The Texas Department of Family and Protective Services Child Care Licensing Minimum Standards (English/Spanish) are always available electronically in the Parent Center along with the most recent licensing inspection report for review.

You may also contact licensing online at [https://www.dfps.state.tx.us/child\\_care/](https://www.dfps.state.tx.us/child_care/)

Please contact any administrative staff person if you have any questions.

## DIAPERING/TOILETING/SANITATION

To engage parents during morning routines, they will be asked to check their child's diaper and change if needed. For toddlers that are potty training, parents will be asked to assist their child with toileting needs.

Parents will follow EHS diaper changing/toileting/sanitation procedures:

- Wash the hands of infant/toddler after diapering or toileting.
- Dispose of all diapers, gloves, and soiled paper items in a covered container.
- Clean and disinfect all areas, tools, and equipment immediately after use.
- Bring at least two changes of clothing for your child(ren) to the center.

## NAP AND REST

Infants will be provided with as needed supervised sleep or rest periods daily. *Operational Policy on Infant Safe Sleep* will be implemented.

Toddlers will be offered a nap and/or quiet time daily after lunch.

During quiet time, calming music will be played, lights will be dimmed and each child will be provided with a cot, center-provided sheet and blanket. An alternative quiet activity will be provided to children who are awake until the nap/quiet time is over.

## COMMUNICATION BETWEEN FAMILIES AND EHS STAFF

The Early Head Start program believes communication between families and staff is critical to the success of your child.

The Early Head Start building has been designated as a “**No Cell Phone Zone**” in order to ensure the effectiveness of parent, teacher/staff communication. While on premises, parents will be highly encouraged to refrain from using their personal cell phones.

A variety of methods are used to stay in contact with the families and children we serve.

1. **Daily interaction:** Parents and EHS staff will communicate during drop-off and pick-up.
2. **Phone calls/Electronic Communication:** Parents and Teachers will communicate regularly by phone, email or through Class Dojo messages.
3. **Home Visits:** These visits give everyone the opportunity to get acquainted with one another. The Early Head Start staff collaborates with you to create an individualized plan for your child and share/model an activity from the Parenting Curriculum. First visit will take place within 45 days of child's enrollment. Second visit will take place in the second semester.
4. **Parent Conferences:** Early Head Start holds at least two parent conferences throughout the year. During these conferences your child's progress and development will be discussed. Parents can communicate with the child's teacher regarding their progress at any time.

5. **Monthly Calendars:** Families will be given a calendar each month with the scheduled center days, multicultural activities, curriculum themes for each week, character education & school readiness goal for the month and two *Love and Learn Parenting Curriculum* activities.
6. **Policy Council:** Family members attending parent meetings will elect a representative to be on the Early Head Start Policy Council. Policy Council members meet monthly to review program goals and oversee the general program operation and budget. Policy Council participation is an excellent leadership opportunity.
7. **Early Head Start Committees:** Parents, School Readiness Committee, and HSAC Committee.

## TRANSPORTATION SERVICES

Galena Park ISD provides transportation services to Early Head Start families.

These services are provided on an as needed basis for families who do not have transportation. Parents should request this service through the Fatherhood & Partnership Specialist. Child must be accompanied by one adult only, additional family members are not allowed.

If you request GPISD transportation services but will not need bus service any given day, please notify the GPISD Transportation Department at (832) 386-2720 and the EHS Center at (832) 386-2000, before the bus arrives at your home to pick you up.

Transportation requirements: Per Texas Law, all children younger than 8 years old, unless taller than 4'9, are required to be in the appropriate child safety seat system wherever they ride in passenger vehicle. EHS staff will request that you provide a car seat if someone other than you will pick up your child from the center.

# **EARLY CHILDHOOD DEVELOPMENT IN EARLY HEAD START**

## **PARTNERS IN YOUR CHILD'S EDUCATION**

A big part of your child's Early Head Start experience will be spent interacting with other children and caregivers.

- Educare Teachers provide a learning environment which invites your child to learn as he/she plays.
- Education activities in Early Head Start are individualized for children based on learning styles, interests and developmental needs.
- Early Head Start is most successful when parents and staff work together by linking home and school activities.
- Parents are the most familiar with the interests, routines, and experiences of their child. Your input will be used to guide your child's Early Head Start educational journey to develop cognitive, social, physical, and emotional skills.

## **LANGUAGE AND LITERACY**

To promote school readiness, all children, including dual language learners (DLLs) will receive high-quality experiences in language and literacy.

- Becker Early Head Start will provide two simple, high-quality language and literacy activities on a monthly basis that can be done with your child at home.
- Becker Early Head Start believes that a child's environment can enrich his/her language development.

## **ENVIRONMENTS**

### **INDOOR**

A structured classroom or home environment will support children's ability to learn and develop new skills.

A quality environment includes:

- Caring and nurturing adults that encourage a child's natural ability to learn. Adults give children opportunities to practice the literacy skills of listening, speaking, book knowledge, and print concepts.
- Classrooms that are organized with appropriate equipment and diverse learning materials.
- Areas that are carefully planned to include literacy items such as books, writing and drawing tools, maps etc.
- Intentional placement of materials to promote letter recognition and phonological awareness.
- Positive interactions that create opportunities for children to practice their language and social skills.



## **OUTDOOR**

In accordance with state guidelines, infants and toddlers must be provided with daily outdoor play opportunities. Outdoor play promotes the development of large and small muscle, social-emotional, and language skills. The length of time outdoors will be adjusted to accommodate weather, air quality or seasonal changes.

## **SUMMER WATER ACTIVITIES**

During the summer program, June – August, Infants and toddlers use the outside water tables, water sprinklers and splashing pools (2 ft or less) as water play activities.

No other bodies of water, such as swimming pools, lakes, etc., are used for water activities.

Becker EHS ensures proper ratios for water activities by having additional caregivers to properly supervise children during water activities.

Precautions are taken to ensure healthy practices:

- Water tables/toys are cleaned and sanitized after each use.
- Children with sores or open wounds are not permitted to participate in communal water play.
- Fresh potable water is used for all water activities.
- On days when water play is scheduled, parents are asked to send children in swim suits, water shoes, a towel and change of clothes.

# LEARNING THROUGH PLAY

Early Head Start believes play is an important part of your child’s learning. During play children are solving problems, experimenting, developing social skills and increasing language and vocabulary. These activities help your child to develop physically, intellectually, socially and emotionally. Your child’s classroom is divided into the following different areas:

**Manipulative (Small Motor Area):** This area helps to enhance children’s fine motor skills and cognitive (thinking) skills. They practice sorting objects into categories. A variety of materials such as puzzles, stacking toys, shape toys, homemade games, peg sets, or small building sets are available.



**Active Play (Large Motor):** Children work on developing and improving large muscle skills. A variety of materials such as tricycles, steps, push toys, slides and climbing lofts are available.



**Dramatic Play Area:** This is a “make believe” area where children have an opportunity to practice family and community roles. They begin to understand themselves, cultures and practice problem solving. This area can be set up as a house, grocery store, post office, doctor’s office or veterinarian’s office etc.

**Discovery/Science Area:** This area invites children to explore & investigate using basic tools and materials from the natural world such as rocks, sticks, feathers, pine cones, sand, water, leaves, dirt, shells, etc.



**Block Area:** This area contains large and small blocks, props such as trucks, animals, block people etc. Children learn pre-math skills, eye hand coordination and practice social interactions.

**Creative Art Area:** In this area children are exposed to a variety of “fun and messy” art projects. Children are able to express original ideas and feelings through art. Our program focuses on the process of creativity and not with the end product.



**Reading Area** –This is a quiet area where children can relax with a variety of books. A variety of materials such as beanbags, stuffed animals, pillows, or small chairs are available.



This area may also have a flannel board, story tapes, puppets, etc. Children practice pre-reading skills such as: sequencing, right to left progression, page turning and predicting outcomes.

# GUIDANCE AND DISCIPLINE

Behavior is one way a child communicates. Becker EHS uses behavior re-direction and positive guidance, not punishment. Appropriate guidance meets the individual needs of each child.

The general policy for guiding the behavior of children is based on respect for the child as a person.

The following will be used as a guide:

- Get on the child's eye level to ensure their attention
- Tell children what they CAN do rather than what they cannot
- Remind children of the expectations
- Value the child, while re-directing his/her behavior
- Teach children the appropriate language skills to help them express their emotions

When a child displays challenging behavior, they will be redirected to another activity. If a child is very distressed, staff may work with the child away from the group until the child regains control of his/herself.

The following types of discipline and guidance are **prohibited**:

- Corporal punishment or threats of corporal punishment;
- Punishment associated with food, naps, or toilet training;
- Pinching, shaking, or biting a child;
- Hitting a child with a hand or instrument;
- Putting anything in or on a child's mouth;
- Humiliating, ridiculing, rejecting, or yelling at a child;
- Subjecting a child to harsh, abusive, or profane language;
- Placing a child in a locked or dark room, bathroom, or closet with the door closed or open; and
- Requiring a child to remain silent or inactive for inappropriately long periods of time for the child's age.

## What can parents do?

- Be consistent
- Provide limits and boundaries
- Work together and be involved in your child's life and education
- Tell them you love them
- Use positive reinforcement and encouragement to help develop self-esteem.

**Remember that YOU are your child's  
most important teacher.**

# **PHYSICAL AND ORAL HEALTH IN EARLY HEAD START**

## **CHILD HEALTH AND SAFETY**

This section describes the procedures used in the center to ensure a safe and healthy learning environment for all children and staff.

## **DAILY HEALTH CHECKS**

Each day, the infant/toddler teacher will conduct a routine health check of the child when he/she arrives at the center. Parents must remain in the classroom during this routine transition.

Any concerns will be noted and brought to the attention of the parent and/or appropriate EHS staff member.

In keeping with the health and safety standards, items such as extra blankets, stuffed animals and toys from home are not allowed at the center.

## **CLASSROOM SAFETY CHECKLIST**

On a daily basis, infant/toddler teachers will use a safety checklist to monitor the classroom and outdoor play areas. If any areas and/or equipment is determined unsafe, the teachers will immediately notify the appropriate EHS administrative staff. Children will not be allowed in the area until the issue/concern is resolved.

## **IMMUNIZATIONS, PHYSICALS, DENTAL EXAMS**

To promote healthy development, every child in Early Head Start needs regularly scheduled well child and dental exams.

Parents have primary responsibility for their child's health, and are expected to be fully involved in their child's medical and dental services.

Becker Early Head Start program follows the Texas Health Steps Well Child Exam schedule. All children must have **current** immunization records, physical and dental exam (if applicable) prior to enrolling in the program and follow the recommended schedule throughout their enrollment in the program.

Tuberculosis screening requirements will be followed in accordance with the Texas department of Health Services. A Tuberculin Skin test is to be administered by a health care provider when the screening tool indicates a risk for possible exposure.

All children's health requirements must remain current. Any child, who is not in compliance, after proper notification or assistance by the Health Specialist, will be temporarily excluded from program attendance until all health requirements are current.

## MEDICATION

Prescription medication must be in the original container, labeled with your child's name, date, directions for administration, and the physician's name. The parent must administer the first dose of medication at home. Medication that needs to be given once/twice or three times per day must be administered at home. Any medication left at the center at the end of the program year will be discarded or returned to the parent.

Medications given "as needed" will only be administered when symptoms appear while the child is in EHS center care.

Medication will not be given without authorization from the child's parent(s). Parents must complete and sign the Medication Authorization Form **each** day the child is to receive the medication. Parents are asked to contact the Health Specialist at (832) 386-2028 immediately if they have any questions about medications.

The Health Specialist will maintain a record of all medications administered as well as the child's reaction to the medication.

Parents must document on daily sheet and inform infant/toddler teacher if medication has been administered at home.

## ILLNESS OF CHILD

Specific procedures must be followed to protect the health of all children and staff. Parents should not bring a child to the center if he/she appears to be ill. Please contact your child's health provider, or call the Health Specialist if you have concerns about your child's health.

If a child appears ill while at the center, he/she will be checked by the Health Specialist or program designee. The parent will be notified immediately and expected to pick up their child within 30 minutes.

Children who have any of the following conditions may be excluded from the classroom until either the symptoms/illness subsides or a note from the child's doctor stating the child is no longer contagious is received.

Parent will be informed if a physician's note is required for the child to return.

If your child exhibits any of the symptoms below he/she should not be brought to the Center.

<b>Symptom</b>	<b>Procedure</b>
<b>Fever</b>	The child should be fever-free for 24 hours without medication before coming back to the Center. This rule is from the Texas Minimum Standards. (See Appendix for Communicable Disease Chart for Schools and Child Care centers).
<b>Conjunctivitis (pink eye)</b>	The child should be on medication for 48 hours and be clearly responding to the treatment before returning to the Center. Child must return with a note from the doctor.
<b>Strep Throat</b>	The child should be on medication for 36 hours before returning to the Center. The child must be showing signs of improvement and be willing to eat and drink. Child should be fever free for at least 24 hours without medication before returning. Child must return with a note from the doctor stating the child is no longer contagious
<b>Diarrhea and/or vomiting</b>	The child should not come to the Center until he/she is deemed noncontagious by a doctor or has had no diarrhea (2 episodes or more) in the past 24 hours or vomiting (more than once) for 24 hours without medication
<b>Chickenpox</b>	The child should not return to the Center until all sores are scabbed over. Free from fever and symptoms for 24 hours without medication. Child must return with a note from the doctor.
<b>Runny noses/Coughs</b>	If the child is irritable, running a fever, coughing frequently, or if mucus is any color other than clear he/she should not be at the Center.
<b>Head Lice</b>	Children should be free of live lice and nits (eggs) to be at the center. Should a child be sent home with lice, they will need to be checked upon return.
<b>Hand, foot and mouth</b>	The child may return to the center when the blisters are scabbed over. Fever free for 24 hours without medication.
<b>Scabies</b>	Child should have received 1st treatment prior to returning to care. Rash should be scabbed over and a note from the doctor must be turned in stating child is clear to return.
<b>Rash</b>	Any type of unidentified rash (open sores, fluid filled bumps/blisters, etc.) should be scabbed over and requires a note from the doctor stating not contagious and can return.
<b>Ringworm</b>	Child should not attend with ringworm until 72 hours after treatment has started before returning.
<b>Thrush</b>	Child must return with a note from the doctor.

## INCIDENT REPORTS

If an incident occurs while your child is in our care, the staff will immediately provide first aid and then complete an incident report form. Parent will be notified either by phone or in person. During the child's departure, a parent or authorized adult will be asked to sign the incident report.

## NOTIFICATIONS OF EMERGENCY SITUATIONS

If an emergency or significant incident (head injury or an injury that requires more than minor first aid) occurs while the child is in the center's care, parents will be notified immediately.

All other emergencies (loss of consciousness, breathing problems, serious allergic reactions, etc.) will be handled accordingly by immediately calling 911 and then notifying the parents.

## **NUTRITION IN EARLY HEAD START**

### **CHILD NUTRITION AND WELLNESS**

All food and beverages provided to children will meet the USDA Guidelines and the Texas Public School Nutrition Policy guidelines. Should your child have health concerns that require diet modification, a statement or feeding guidelines from your child's physician will need to be provided.

### **FOOD IN/OUT OF THE CENTER**

To protect the health of children and prevent food-borne illness, outside food will not be served or permitted in the center. Food served by Early Head Start must be consumed or thrown away prior to leaving.

### **BREASTFEEDING**

Mothers of enrolled children are welcome in the center to nurse or express milk anytime during the day.

- Nursing room will be available for breastfeeding mothers to nurse or express milk.
- This area will provide an electrical outlet, comfortable adult size rocking chair, and nearby access to running water.
- Mothers also have the choice to breastfeed in the classroom and/or other common areas.
- All breast milk brought into the classroom must be labeled with child's name and the date the milk was expressed and properly stored/handled.



## **CHILDREN WITH SPECIAL NEEDS IN EARLY HEAD START**

### **SPECIAL NEEDS**

Parents must inform and provide documentation to EHS staff of any health, safety or other special accommodation required for their child.

EHS will provide parents with a copy of *Commonly Asked Questions About Child Care Centers* and the ADA during enrollment.

### **DEVELOPMENTAL AND SENSORY SCREENINGS**

All children are required to have a developmental, social/emotional, and hearing/vision screening within 45 days of enrollment into the program.

- Parents are included in the developmental screening process.
- A screening authorization form will be completed at enrollment and the results of the developmental screening will be discussed.
- Hearing and vision screening should be conducted by the child's health care provider.
- Developmental screening is a brief check to identify children who need further evaluation to determine whether they may have disabilities. Screening alone is not sufficient to diagnose a developmental, behavioral, or health concern.
- If screening results indicate concerns, activities will be provided by teacher and child will be re-screened within an appropriate amount of time.
- After re-screening, if concerns are still present, then the child should be referred to the local Part C agency that will perform further evaluation.

## **MENTAL HEALTH IN EARLY HEAD START**

### **SOCIAL-EMOTIONAL SUPPORT**

Your child's social-emotional development is an essential part of his/her overall growth.

Referrals will only be made with parent or legal guardian's written permission.

GPISD LSSP (Licensed Specialist in School Psychology) department consultants are available to support you and your child's mental health needs or concerns that may arise.

Information is available for all parents on:

- Developmental milestones
- Child guidance
- Activities to enhance a child's social and emotional development

Becker Early Head Start program supports children's emotional development in the following ways:

- **Prevention:** Help children learn to control their behavior, problem-solve, take turns, share, make friends and be successful in the classroom.
- **Promotion:** Support children to form relationships with others, regulate their emotions and learn by exploring their environment.
- **Intervention:** Assist families with screenings and follow-up on referrals.

## CONFIDENTIALITY

All information that parents share with the program staff or volunteers will be treated as confidential. With written parent consent, program staff may share information with community service providers only as needed. All staff and volunteers will be trained on confidentiality.

Anyone who breaches this confidentiality policy is subject to dismissal from the program.

Concerns about child abuse or neglect are not subject to the confidentiality policy, as those concerns must be immediately reported to the proper authorities.

The center staff will not be able to share information regarding a child over the phone or in person with anyone other than parents/ legal guardians. A written consent from the parent will be required in order to share information with any other family members regarding their child or child routines in the center.

# **FAMILY PARTNERSHIPS IN EARLY HEAD START**

## **FAMILY PARTNERSHIP**

Good partnerships mean Early Head Start parents and staff are learning from one another. Acting as a team, they identify the strengths, needs and interests of the family. Parents are supported as they meet their own goals and as they nurture the development of their children. Different family situations can have an impact on children.

The EHS Family Service/Fatherhood and Partnership Specialist is prepared to assist families in finding needed resources for self-sufficiency.

## **PARENT INVOLVEMENT AND FAMILY FOCUS**

Early Head Start is not just a program for children. It is also a program for PARENTS and FAMILIES.

Research says a parent supporting and encouraging their education strengthens children's success as learners.

Early Head Start wants to be there to support you during this important time.

Please let us know how we can help.

## **GUYS TOO!**

Children do best in life when they grow up with the active, positive involvement of both parents. Moms and dads tend to parent differently and their complementary parenting skills and attitudes combine to give children the best environment.

Early Head Start works with parents to strengthen their role as the primary decision-makers for their children.

Parent Involvement is Important Together We Can:

- Make reading to your child a priority.
- Listen and talk with your child.
- Make class attendance important.
- Openly communicate with EHS staff about your child's development.
- Discover how your child learns best.

Get Involved By:

- Reading the monthly calendars and implement activities that are sent home.
- Volunteering or observing in your child's classroom.
- Attending Parent-Child events
- Joining Parent Committee or Policy Council to share your ideas.
- Collaborate with your Family Service/Fatherhood and Partnership Specialist

# VOLUNTEERS

## VOLUNTEERING AND IN-KIND



### **DID YOU KNOW?**

Volunteering is your way of giving back to this program.

For every hour you spend volunteering for  
Early Head Start or working with your child on  
education activities, you are donating \$10

Volunteers are encouraged to follow school district dress code policies when in the classroom. For the safety of your child and to provide the best learning environment, you must follow center's rules about signing in at the school office and receiving a visitor's badge before entering a classroom. Individuals who want to volunteer in EHS must pass a criminal history background check as required by the local school district and child care licensing.

Child Care Licensing Rules have additional requirements for volunteers working in a classroom.

Volunteers in Early Head Start will be trained prior to regular on-site volunteering.

You are an important part of your child's education. If you are interested in working as a volunteer please contact the Education Coordinator/Center Director.

### **WAYS FAMILIES CAN PARTICIPATE**

You will find there are many ways parents can be involved in Early Head Start. This next section of the Parent Handbook has information on each of them.

# PARENT COMMITTEE

Committee meetings will be held on a monthly basis during the program year.

## **ROLE OF THE PARENT COMMITTEE**

Parent Committees will:

- Assist in planning classroom and group activities--under the direction of FFPS staff and in agreement with the growth level of the children involved.
- Elect a Chairperson, Vice Chairperson and a Secretary.
- Elect a delegate and alternates to Policy Council.
- Problems and concerns should be brought to staff before discussing them at parent meetings. Please give staff the opportunity to solve the concern.



Elected Officers and Roles of Chairperson

### Role of President:

1. **Before** the Parent Committee Meeting:

- Plan with your Family Service/Fatherhood & Partnership Specialist the agenda items and program for the meeting.

2. **During** the Parent Committee Meeting:

- Call the meeting to order on time.
- Discuss the items on your agenda.

These items may include:

- Minutes of the last meeting - presented by Secretary
- Old Business - take action as indicated
- New Business - take action as indicated
- Adjourn meeting.
- Introduce the speaker or the program.

### Role of Vice President:

Take over the duties of the president in their absence.

### Role of Secretary:

Write minutes of the meetings and give to Family Service/Fatherhood & Partnership Specialist.

# POLICY COUNCIL COMMITTEE

## WHAT IS THE POLICY COUNCIL?

Policy Council is a group of parents and community members who meet monthly to oversee the delivery of services to children and families. Through Policy Council, members actively share in making decisions about the program.

## WHO ARE THE POLICY COUNCIL MEMBERS?

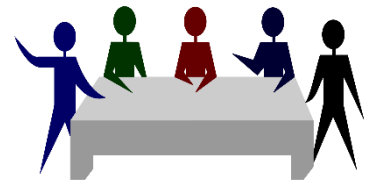
- Parents of enrolled children - Over half the Policy Council membership is made up of parents with enrolled children.
- Community representatives include; past parents, representatives from local resource services, professional organizations or collaborative ventures.

## HOW DO I GET TO BE A POLICY COUNCIL MEMBER?

Parent committee elects a parent to represent them at Policy Council.

The nomination process:

- At enrollment, parents are provided with information about Policy Council.
- Teachers explain process to parents at initial home visit and ask parents if they are interested.
- Nomination list is shared with all parents.
- An election is held at their monthly Parent Meeting or via ballot.
- Verification of election is documented.



## WHAT IS THE WORK OF POLICY COUNCIL?

Policy Council works with Early Head Start Management Staff and the GPISD Board to develop, review, and approve or disapprove:

- Funding applications
- Procedures for shared decision-making about long and short-range program planning
- The composition of the policy group and their selection procedures
- The annual and on-going self-assessment process
- Criteria for recruitment and enrollment
- Personnel policies
- Decisions for hiring or terminating staff

## WHAT IS MY ROLE ON POLICY COUNCIL?

- Attend the scheduled Policy Council meetings. Members who can't attend will arrange for their Alternate Policy Council member to attend in their place, making sure your center is represented.
- Listen to the needs of your local parents and represent their interest at the Policy Council meetings.
- Report the work of Policy Council to your local parent group.
- Call the office if you will be absent.
- Serve on committees such as hiring and firing of staff, budget or fiscal review, program self-assessment.

# COMPLAINT PROCEDURES

All concerns regarding the operation of the GPISD-Becker Early Head Start should follow the procedures listed below:

- Please discuss any concerns about the care of your child immediately with your child's infant/toddler teacher.
- If the situation is not resolved, discuss the concern with the EHS Education Coordinator/Center Director, (832) 386-2003.
- If the situation is not resolved, please discuss the concern with the EHS Program Director, (832) 386-2005.

# TDFPS, HSPTS AND BECKER EHS POLICIES AND PROCEDURES

- A copy of this operation's most recent Licensing inspection report can be found in the bulletin board in the Parent Center.
- To access TDFPS Minimum Standards for Child-Care Centers, please go to <https://hhs.texas.gov/doing-business-hhs/provider-portals/protective-services-providers/child-care-licensing/minimum-standards>
- To access Head Start Performance Standards, please go to <https://eclkc.ohs.acf.hhs.gov/>
- A hard copy of the GPISD Becker Early Head Start Policies and Procedures is kept in the Secretary's office. If you would like to electronically access the policies and procedures, log in to parent computer in the Parent Center and go to Desktop.



# EMERGENCY PREPAREDNESS PLAN

## EVACUATION PROCEDURES:

### Alternative School Location Evacuation via School Bus or Walking

If the center must be evacuated and the children must be moved to an alternative campus, the ECC will follow this plan:

1. Staff will take the children and proceed to the Main Lobby to be transported via bus to the alternative campus – Galena Park Elementary 401 N Main St, Galena Park, TX 77547 or Zotz Center 13801 Holly park Dr, Houston, TX 77015.
2. Teachers will take a current classroom roster, emergency contact information for each child and first aid kits with them.
3. If the building is evacuated by walking to another campus, infants will be placed in an evacuation crib. Toddlers will walk with their teacher using walking rings. If bus transportation is needed, all staff will assist in loading buses.
4. Each teacher will be responsible for boarding the bus with their children.
5. Everyone must clear the building – **Only Emergency Operation Team Members are allowed make phone calls from Early Childhood Center or cell phones.**
6. All other phone calls will be made at the alternative campus by the appropriate staff.
7. Children will not be released to their parent or responsible party until they arrive at the alternative campus. Once at the alternative location, children will be reunited with the responsible party after ID has been verified and cross referenced with emergency contact information.

## FIRE DRILL AND FIRE EVACUATION PROCEDURES

1. An ECC Fire Drill Schedule will be created and agreed upon by EHS and PEP Administrative Staff at the beginning of the school year.
2. At the designated times, the Health Specialist or designee will remind the Administrative staff of the scheduled drill.
3. The Health Specialist or designee will notify GPISD Security Department and the alarm company of the forthcoming drill.
4. The Health Specialist or designee will lift the Fire Alarm Case to activate the fire alarm. At the time that the alarm is pulled, the Health Specialist or designee will begin tracking the time for the drill using a stopwatch. The Health Specialist or designee will have cell phone with them during the drill.
5. All occupants will exit or be assisted to the designated "Safe Area", children younger than 24 months and who have limited mobility will be placed in evacuation cribs. (Outdoor Playground).
6. Teachers will bring their attendance rosters, emergency cards and first aid kits to the "Safe Area". The EHS Floor Coordinator will bring the visitor and volunteer sign in sheets and child and employee sign in sheets.
7. Classroom doors will be closed after the room has been evacuated by the assigned Emergency Operation Team Member.
8. Once outside and in the designated "Safe Area" of the building, all teachers will take roll; if any children are unaccounted for the teacher should immediately alert an Emergency Operation Team member. The Program Director or designee will count the number of children, staff, students, visitors and volunteers and compare to the sign in sheets.

9. Once it is determined that the building has been safely evacuated, children and staff will be allowed to return to the building. No one is allowed to re-enter the building until an “All Clear” is given by the Health Specialist and the Alarm has been shut off. (Exceptions to this are only the individuals needed to completely reset the system or Kitchen staff as needed.) Classes will be dismissed according to age groups, starting with infants followed by mobile infant and then toddlers. Reentry will only be allowed through the main entrance of the building; Staff ID badges will be checked at the east wing and west wing entrance doors. All parents and or other guest of the building shall remain in the lobby until the all clear is given.
10. Once the teachers return to their classroom, all teachers will take roll; if any children are unaccounted for the teacher should immediately alert an Emergency Operation Team member.
11. Emergency Operation Team members will return to their designated area to survey staff on any problems that staff, volunteers or guest may have encountered during or after the drill. Members will then meet to debrief and discuss the issues that were reported. A memo will be sent out to notify the staff and parents of any corrective action that was taken.
12. A copy of the fire drill report will be sent to the GPISD Maintenance department.
13. Drills will also be documented on the Texas Department of Family and Protective Services form. (See attachment)
14. In the event of an actual fire evacuation, no one will be allowed to return to the building unless cleared to do so by GPISD Security or the appropriate agency.

## **SEVERE WEATHER DRILL PROCEDURE**

1. The Health Specialist or designee will notify appropriate parties of the upcoming evacuation drill.
2. The drill will be announced over the PA system to all employees.
3. All building occupants will precede to the “Severe Weather Area” designated on the map located in the area they are in. Note- Each classroom will be assigned a specific location.
4. Once in “Severe Weather Area” the staff will:
  - Sit with the children and remain calm;
  - Instruct the children to remain calm
  - Ensure that all surrounding doors remain closed;
  - Remain in the designated area until “All Clear” is announced
5. The designated Emergency Operation Team member will check and close doors to rooms in their area, if necessary.

## **HOLD- PROCEDURE**\_(Hold is called when there is a need to remain in the classroom or office)

1. Clear the hallways
2. Close and lock the door
3. Account for students
4. Do business as usual
5. Remain in room until “All Clear” is announced

## **SECURE PROCEDURE**\_(Secure is called when there is threat or hazard outside the school building)

1. All students and staff move promptly inside building
2. Close and lock all external doors
3. Close blinds and lock all windows

4. Increase situational awareness
5. Take roll to account for all students
6. **Conduct business as usual, except- NO ONE** enters or exits the building

#### **LOCKDOWN PROCEDURE** (Ex. Intruder in Building, Active Shooter, Bomb Threat Etc.)

- Lockdown is called when there is a threat or hazard inside the school building. From parental custody disputes to intruders to an active shooter, Lockdown uses classroom security to protect students and staff from threat
- Emergency Operation Team will be activated upon knowledge of a threat or hazard inside the school building.
- The public address for Lockdown is: “Lockdown! Locks, Lights, Out of Sight!” and is repeated twice each time the public address is performed.
- The Lockdown Protocol demands locking individual classroom doors or other access points, moving room occupants out of line of sight of the corridor windows and having room occupants maintain silence.
- There is no call to action to lock the building outside access points. Rather, the protocol advises to leave the perimeter as is. The reasoning is simple – sending staff to lock outside doors exposes them to unnecessary risk and inhibits first responder’s entry into the building.
- Teachers and student training reinforce the practice on not opening the classroom door, once in Lockdown. Rather, no indication of occupancy should be revealed until first responders open the door.
- The classroom teacher is responsible for implementing Lockdown. The teacher should lock all classroom access points and facilitate moving occupants out of sight. Silent or whispered roll should be taken to determine if attendance has changed since the beginning of class.
- Identification of classroom access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows, loading docks, and fire escape ladder access points.
- A “safe zone” should also be identified within the classroom that is out of sight of the corridor window. Teachers and students should be trained to not open the classroom door until a first responder or school administration unlocks it. Students, staff and teachers should be advised that a Lockdown may persist for several hours and during an incident, silence is essential.
- This procedure will be practiced four times in a calendar year.

#### CONTINGENCIES

- Students and staff who are outside of classrooms during a Lockdown may be faced with the need to get out of sight without the benefit of an empty or open classroom. In this situation students and staff must be trained to hide or even Evacuate themselves away from the building.
- If during a Lockdown an additional hazard manifests inside the school - i.e.: Fire, flood, hazmat, then situational decisions must be made.
- Evacuation to a non-usual location may be required

## **LOCKDOWN PROCEDURE**

1. Lockdown is announced over PA system;
2. Staff will remain calm and reassure children.
3. When Lockdown is announced all children must be moved into their classrooms and the doors must be closed and locked.
4. Doors will remain closed and locked until clearance is given or the door is opened by an Evacuation Team Member.
5. Teachers must turn off the lights.
6. Teachers must close the mini-blinds.
7. Teachers must keep the children out of sight away from doors and windows.
8. Maintain silence
9. Teachers must take attendance.
10. **STAY IN THE ROOM** and wait for first responder or school administration to unlock the door.
11. **Staff will not:**
  - Allow any child out of the room.
  - Leave the room.
  - Use a cellular phone.
  - Use a regular phone.
  - Use the e-mail system.
  - Use computers.

## **SHELTER IN PLACE PROCEDURE** (Called when there may be a Hazardous Chemical Release)

1. Shelter in Place is announced over PA system;
2. Staff will remain calm and reassure children.
3. When Shelter in Place is announced all children must be moved into their classrooms and the doors must be closed. Doors will remain closed until clearance is given or the door is opened by an Emergency Operation Team Member.
4. Teachers should cover and tape all windows, AC and door seals and turn off and cover all AC units.
5. Teachers must keep the children away from doors and windows.
6. **STAY IN THE ROOM** and wait for directions.
7. Teachers must take attendance.
8. Safety Officer will be responsible for displaying the appropriate signs at the entrance regarding the incident.
9. **Staff will not:**
  - Allow any child out of the room.
  - Leave the room.
  - Use a cellular phone.
  - Use a regular phone.
  - Use the e-mail system.
  - Use computers.

## **MISSING CHILD PROCEDURE**

1. Lockdown alert will be announced over PA system.
2. Staff will conduct an initial search of the building and its surroundings including all closets, cabinets, etc.

3. The Center Directors or designee will confirm whether or not the child has been picked up by the parents.
  4. If it is determined that the child has not been picked up, the Center Directors or designee will notify the police, GPISD Security and Texas Department of Family and Protective Services.
  5. Staff will continue to search for the child until the police and security arrive.
  6. **Only** Emergency Assistance Personnel will be allowed to enter/exit the building until the child has been located.
  7. The Center Directors or designees will remain at the center during the search or until given directions to leave. The Center Directors or designees will be the contact person to provide information/description of the child to share with authorized officials.
- 

8/13/2020

Dear EHS families,

We understand and share the continued concern about covid-19 and its effects on your families and the community. We want to provide you the information you need to make the best decisions for yourself and your loved ones.

As we get ready to re-open on August 17th, I want you to know that nothing is more important to us than the health and safety of our children, families and our staff. That's why we've been working hard to implement additional policies and procedures to help keep our center as clean and germ-free as possible.

Some of our provisional Becker Early Head Start policies and procedures include:

#### **DROP-OFF AND PICK-UP PROCEDURES**

New routines for drop-off and pick-up are designed to ensure everyone in our center stays healthy and safe. Only one family member at a time will be permitted on covered porch area, where our EHS staff will conduct a quick health screening to ensure your child does not have a fever above 100.4 degrees Fahrenheit or other flu-like symptoms. Authorized adult dropping off/picking up child will be required to wear a mask and access to the building will not be permitted to anyone other than staff. The staff member will take your child to and from the classroom. For pick-up, staff member will bring your child to the covered porch area.

#### **PRACTICING SOCIAL DISTANCING**

Staff will practice social distancing in the center throughout the day. Your child will remain in the classroom or on the playground with their teachers and classmates. For added safety, different

classes will not interact with one another, and all special events and visitors will be postponed until further notice.

### KEEPING AREAS CLEAN

Our teachers will implement an even more rigorous cleaning routine, and all high-touch surfaces and objects will be sanitized regularly throughout the day. These include, but are not limited to, all learning materials, some playground structures, light switches, door handles etc.

### FOOD PREP PROCEDURES

Teachers will continue to wear gloves while helping children with meals. We will discontinue family-style servings until further notice. The teachers will serve children individually.

### FACE COVERINGS

EHS staff is required to wear face masks. We have provided all EHS staff with guidance and best practices about wearing face masks while at the center. Along with our office of head start guidance, we must follow local health and state guidelines to ensure compliance with health and safety orders.

We have asked staff to help familiarize children with the idea of seeing their teachers wearing one.

### ADJUSTED HOURS

EHS will temporarily adjust service hours for all students. Adjusted face-to-face hours Are from 7:30 am to 2:00 pm. All students must arrive before 8:00am and be picked up by 2:00 pm.

- \*Effective 10/05/2020 extended hours: 7:30-3:00 pm

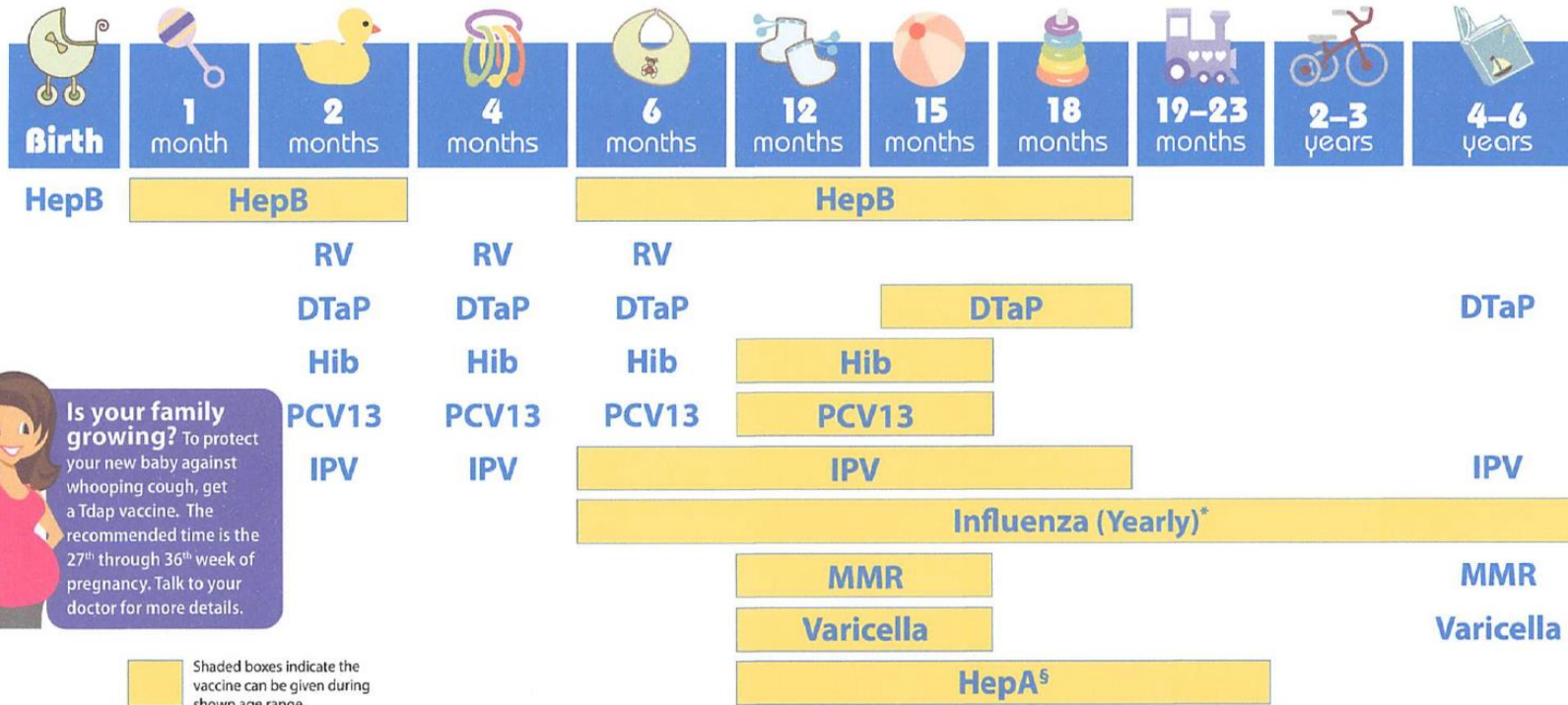
### WHAT SHOULD I DO IF MY CHILD IS SICK OR A FAMILY MEMBER HAS BEEN DIAGNOSED WITH COVID-19?

For the safety of children, families and staff at Becker EHS, anyone who is ill must stay home and notify EHS staff.

If you, your child or someone in your household has been in contact or diagnosed with covid-19, immediately alert EHS staff and call the GPISD's COVID-19 line at 832 386-1091.

\*Adjusted hours revision 9/28/2020

# 2020 Recommended Immunizations for Children from Birth Through 6 Years Old



**Is your family growing?** To protect your new baby against whooping cough, get a Tdap vaccine. The recommended time is the 27<sup>th</sup> through 36<sup>th</sup> week of pregnancy. Talk to your doctor for more details.

**NOTE:** If your child misses a shot, you don't need to start over. Just go back to your child's doctor for the next shot. Talk with your child's doctor if you have questions about vaccines.

**FOOTNOTES:**

- \* Two doses given at least four weeks apart are recommended for children age 6 months through 8 years of age who are getting an influenza (flu) vaccine for the first time and for some other children in this age group.
- § Two doses of HepA vaccine are needed for lasting protection. The first dose of HepA vaccine should be given between 12 months and 23 months of age. The second dose should be given 6 months after the first dose. All children and adolescents over 24 months of age who have not been vaccinated should also receive 2 doses of HepA vaccine.

*If your child has any medical conditions that put him at risk for infection or is traveling outside the United States, talk to your child's doctor about additional vaccines that he or she may need.*

See back page for more information on vaccine-preventable diseases and the vaccines that prevent them.

For more information, call toll-free  
**1-800-CDC-INFO** (1-800-232-4636)  
 or visit  
[www.cdc.gov/vaccines/parents](http://www.cdc.gov/vaccines/parents)



U.S. Department of Health and Human Services  
 Centers for Disease Control and Prevention



American Academy of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN™