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Division of RUMC

Parent Handbook





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Director's Welcome Message



Welcome to Our Head Start Family

On behalf of our entire Head Start team, I want to extend a heartfelt welcome to each and every one of you. We are truly excited to begin this new school year together, and we thank you for trusting us with your child's early education and care. Head Start is more than just a program — it's a partnership. Together, we'll nurture your child's growth, development, and love of learning. We are committed to creating a safe, supportive, and engaging environment where every child can thrive — socially, emotionally, and academically.

We believe that you, the parents and guardians, are your child's first and most important teachers. Your voice, your presence, and your involvement are vital. Throughout the year, we'll offer many opportunities for you to be part of our community — whether through volunteering, attending workshops, or simply sharing ideas and feedback.

This year, you can expect regular communication, a strong focus on school readiness, and a team that genuinely cares about your child's success. Our goal is to build a foundation that will support lifelong learning — and we're so glad to be on this journey with you.

Thank you for being here. We look forward to getting to know you and your family better in the days ahead.

Let's have a wonderful year together!

Sincerely,
Lucille Sharp
Program Director



Staten Island Head Start History



The Staten Island Mental Health Society was one of the first community agencies to deliver Head Start services in New York City. President Lyndon B. Johnson commented on the success of our Staten Island Head Start program during remarks in a Rose Garden speech on August 31, 1965. As the President outlined his plans to make Head Start a continuing part of the educational foundation of poor children, he talked about the difference our program's volunteers made in the life of one child.

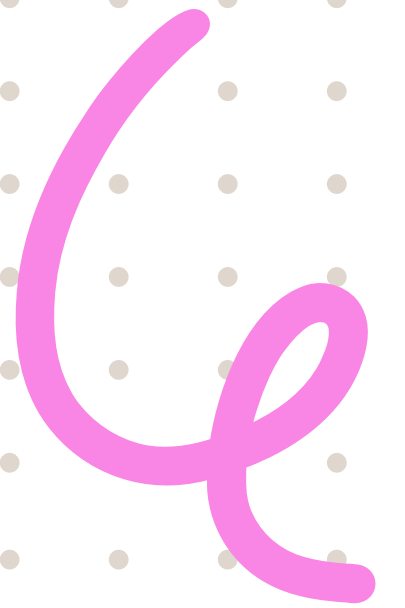
January 1st 2019 Staten Island Mental Health Society merged with Richmond University Medical Center making us the first Head Start program in the state to be governed by a medical facility.

July 1st 2019 Staten Island Head Start became a Direct Grantee with the Federal Government.

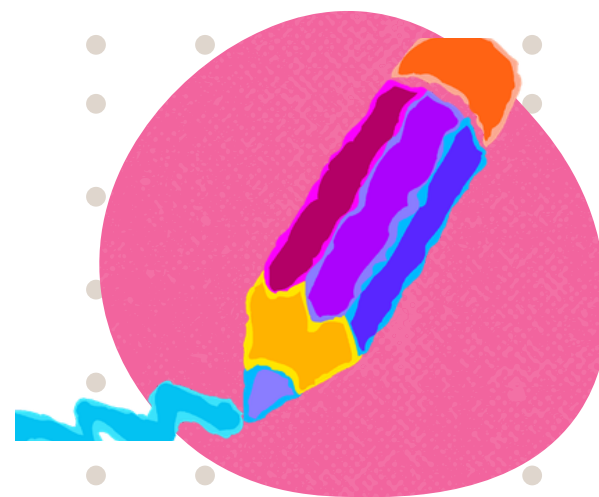




Staten Island Head Start Mission Statement



The role of Staten Island Head Start and its collaborating partners is to provide comprehensive services to children and their families. We are dedicated to serving the community and being a vital link between the families of Staten Island and all available community resources.



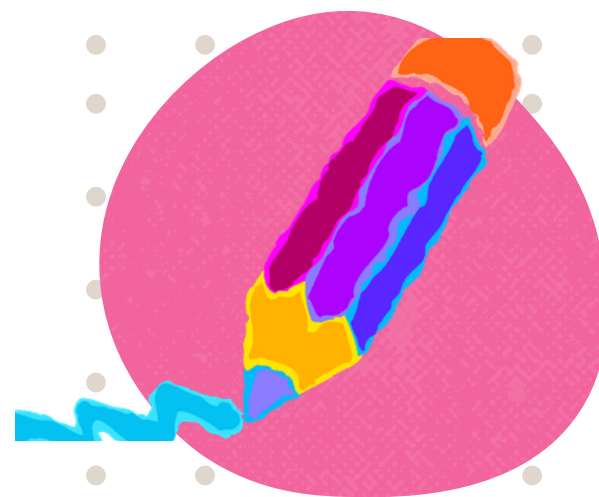


Staten Island Head Start

Vission Statement



Staten Island Head Start envisions a future in which all children—regardless of background—enter school confident, curious, and ready to excel. Our vision is to ensure that every child has the opportunity to reach their fullest potential by nurturing lifelong learners, supporting strong parent-child relationships, and laying a solid foundation for success in school and in life. Through collaborative partnerships with families and the community, we create enriching, high-quality early childhood experiences and comprehensive family services that inspire children and families to thrive.



Meet the Program Director



I am

Ms. Lucy

A graduate from Rockaway Head Start 1976, and a parent at St. Albans Head Start 1993 & 1995.

I volunteered in my children's Head Start program and was then offered a position to be a Family Worker in 1993; this would be the start of my Head Start career. I returned back to school and obtained my Bachelor's in Business Administration. I then took on the role of Administrative Assistant. In 2008, I accepted a position as an Assistant Director in another Head Start Program. In 2009 an opportunity came for me to take the position as a Program Director in the same Head Start program I graduated from. I went back to school and obtained my Master's Degree in Business Administration. In 2012 the program was forced to close due to lack of funding. In 2015 I accepted a position as a Compliance Officer with a child care program. In 2015 I was called about a position open at Staten Island Head Start as an Assistant Director and I accepted.

In 2022 I took on the role of Program Director. HEAD START WORKS

Family Service Supervisor

HELLO tHeRe!



My name is Sylvia Evans, and I am the Family Service Supervisor for all 4 sites.

TEACHING BACKGROUND

I have worked in Head Start for 25 years.. I started working in the agency as a Family Worker and shortly I was promoted as the Family Assistant . As I continue to gain knowledge I was promoted to a higher position as the Family Service Coordinator for the agency. In 2022, I joined the administration team as the Family Service Supervisor for all 4 sites. I have an Associate Degree in Business Management and Bachelor's Degree in Business Administration.

A FEW OF MY FAVORITE THINGS

Colors: Blue
Foods: Seafood, Pizza and Pasta
Drinks: Water, Hot Tea and Pepsi
Favorite Movie: Grease,, The Mummy and The Temple of Doom
Hobbies: Taking walks, singing, dancing and relaxing at the beach.
Sports: Bowling, Basketball and Track & Field

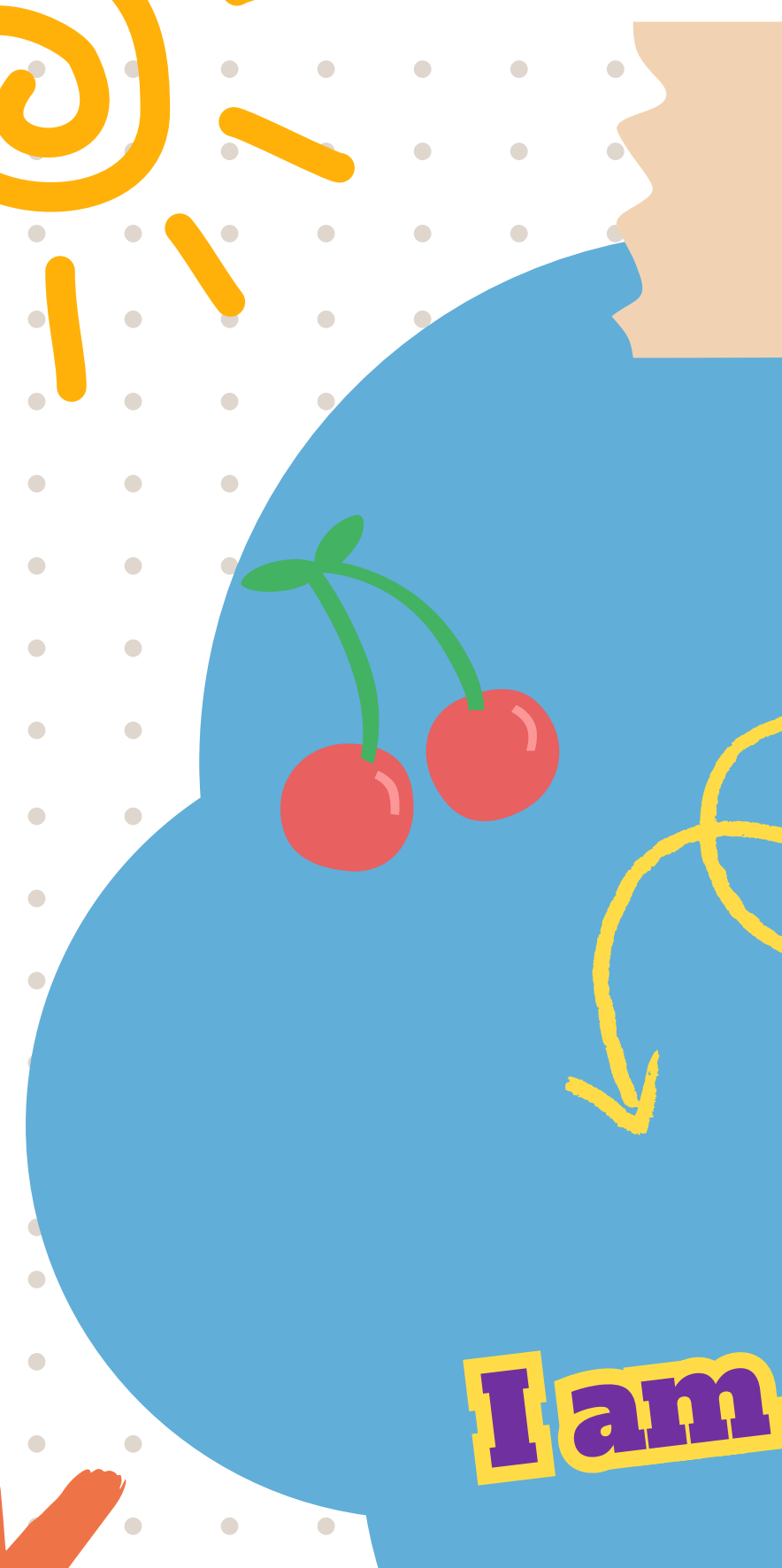
COMMUNICATION

You can find me
@
Phone Number: 718 420- 6138
Email: sevens@rumcsi.org

If you have any questions, concerns, or want to inform me of anything you would like me to know about your student, please do not hesitate to contact me. Thank you so much and I am really looking forward to getting to know you and your child!

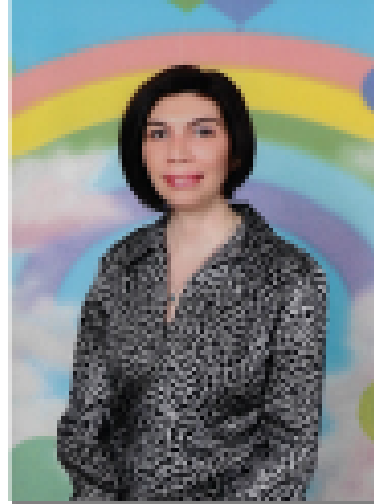
I am

Ms. Sylvia



Educational Director for Dongan Hills Site

HELLO THERE!



My name is Philice Fioriglio and I am the lead Educational Director/lead Program Supervisor and Disabilities Director for Staten Island Head Start.

TEACHING BACKGROUND

I have worked in Head Start for 19 years. When I began my journey at Head Start, I worked in many different positions. I worked as a family worker for a few years. I loved working with the families, but felt I could still have the best of both worlds helping the children and their families by teaching. I was a teacher for 15 years before becoming a supervisor. I have been a supervisor for the past 5 years at Staten Island Head Start. I have my Master's degree in Education and I have my teaching certification in both general and special education.

A FEW OF MY FAVORITE THINGS

Colors: blues (all shades)

Foods: tacos, pizza, and all pasta dishes!

Drinks: coffee, iced tea, and water

Favorite children's book: *Are you my Mother?* By P.D Eastman and anything by Lois Ehlert

Hobbies: cooking, music, reading, and playing with my dog Bailey.

Sports: basketball & football

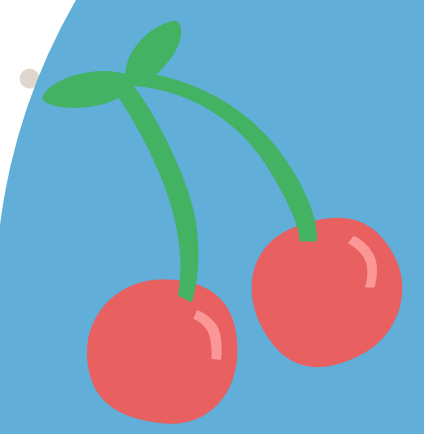
COMMUNICATION

You can find me

@
Phone Number: 718-987-7755
E-mail: PFioriglio@Rumcs.org

I am

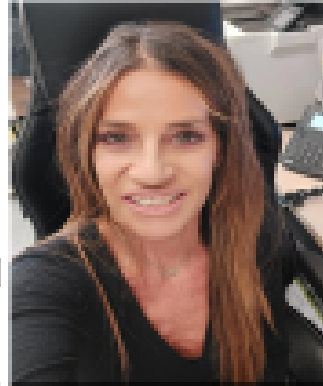
Ms. Philice



Educational Director for Osgood Ave Site

HELLO tHere!

My name is Lauren Garcia and I am the Education Director at Osgood. I am looking forward to the upcoming school year.



TEACHING BACKGROUND

I first came to Staten Island Head Start as an assistant teacher in 1994. In 1996, I began my career as a Lead Teacher. In the fall of 2019, I took on the role of Education Director at Osgood. My Bachelor's is in Family and Community Development and my Master's Degree is in Education. I love Head Start!! I am proud to say this will be my 30th year in this agency!! I love when children and parents come to visit!!

A FEW OF MY FAVORITE THINGS

- Colors: pink
- Foods: lobster and shrimp
- Drinks: iced tea and water
- Favorite children's book: The Napping House by Audrey Wood
- Hobbies: I love working out at the gym and reading.
- Sports: baseball.

COMMUNICATION

You can find me
@
16 Osgood Ave, Staten Island, NY 10304
Phone Number: 718-420-6138
Email: Lgarcia@Rumci.org

If you have any questions, concerns, or want to inform me of anything you would like me to know about your child or family, please do not hesitate to contact me.

I am

Ms. Lauren

Educational Director for Cassidy Place Site

HELLO tHeRe!

My name is Kim Fitzpatrick and I am so happy to be the Educational Director for Cassidy Head Start!



TEACHING BACKGROUND

As a graduate of Head Start, this program has been a part of me from the very beginning. I always knew I wanted to work with families and especially children. I received my Bachelor's Degree in Social Work, but decided teaching was my true calling. I then went on to obtain my Master's Degree in Education. I began my teaching journey, where I first became a part of the Head Start Family, at our Dongan Hills Site. After teaching for 16 years, I decided I wanted to help teachers become the best they could be and made the jump to Educational Director, here at Cassidy!

A FEW OF MY FAVORITE THINGS

Colors: blue
Foods: pizza and chicken wings
Drinks: coffee
Favorite children's book: Knuffle Bunny by Mo Willems
Hobbies: crafting, baking, playing with my dog Bailey, being a mom to my beautiful three girls: Cassie, Kayleigh, and Maddie and watching sports with my husband Brian.
Sports: basketball, volleyball and bowling.

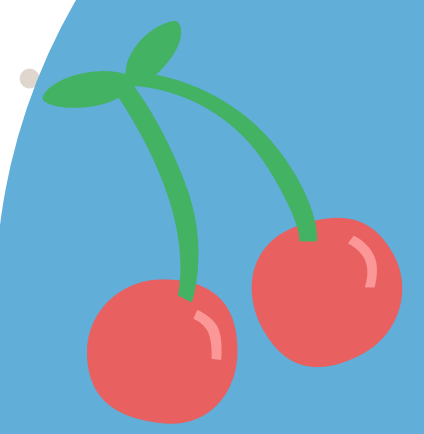
COMMUNICATION

Phone Number: 718-816-5168
Email- kfitzpatrick@rumcsi.org

If you have any questions, concerns, or want to inform me of anything you would like me to know about your family and especially your child, please do not hesitate to contact me. Thank you so much and I am really looking forward to getting to know you and your child!

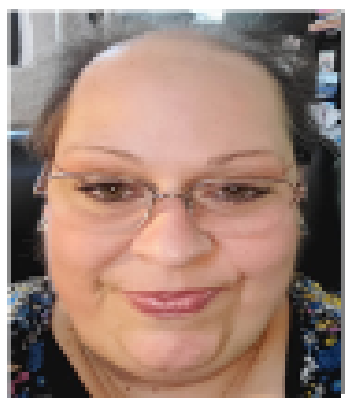
I am

Ms. Kim



Educational Director for Port Richmond Site

HELLO THERE!



My name is Ms. Linda Ferrigno. I am the Education Director and Site Supervisor at the Port Richmond location. I am looking forward to working with you and your family in this upcoming year.

TEACHING BACKGROUND

In January 2025 it will be 25 years of working with this Head Start Program. I dedicated my first 12 years, as a Teacher at the Osgood location, then transferred to the Port Richmond site, where I continued to service the community as a Teacher for a few more years. I then became the Education Director and Site Supervisor and I am proud to say I have maintained relationships with many of the children and families that I have served in this Program. That is what kept me with the Program for so long. It is the building of relationships and working together, as a team, with colleagues, staff and families. That's what makes Head Start different from other schools, and that's what makes the staff and families continue to return year after year.

A FEW OF MY FAVORITE THINGS

Colors: Pink and Lavender
Food: Most raw, organic whole foods. New trends in healthy eating.
Drinks: Espresso coffee, Ryze Matcha and Karana
Favorite children's book: So many books, what I can say is that I enjoy reading/sharing Pop-up books, examination books and interactive books.
Hobbies: I enjoy crafts- everything from creating educational materials to designing clothing and making jewelry.
Sports: I absolutely love swimming and growing well into adulthood I always loved to ride a bike. I rode a bike across Brooklyn daily to College and work.

COMMUNICATION

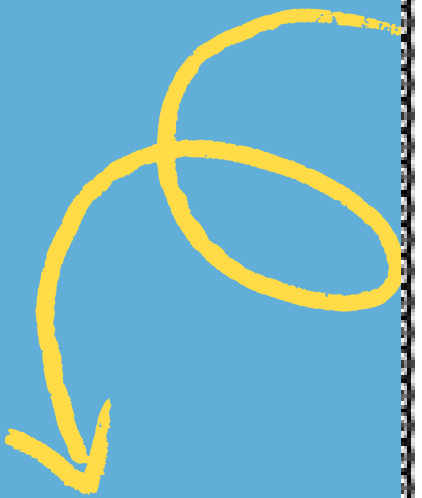
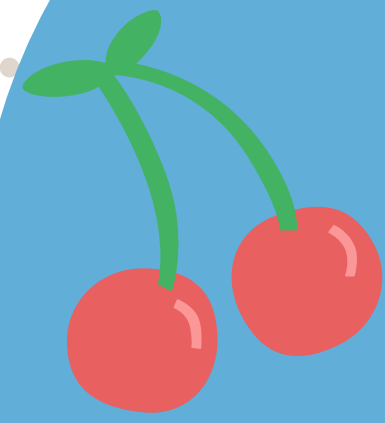
Ms. Ferrigno
Bachelor's of Science in SLS and Early Childhood Education
and
Masters of Science in Special Education
NYS Permanent Teaching License in Special Education
and NYS Permanent Teaching License in Pre K - Grade 6
Associate of Arts in Journalism & Print Media

You can find me
☎
Phone Number: 718-494-0400
Email: LFerrigno@kumcsl.org

Linda, Looking forward to working with you and your family this upcoming year.

I am

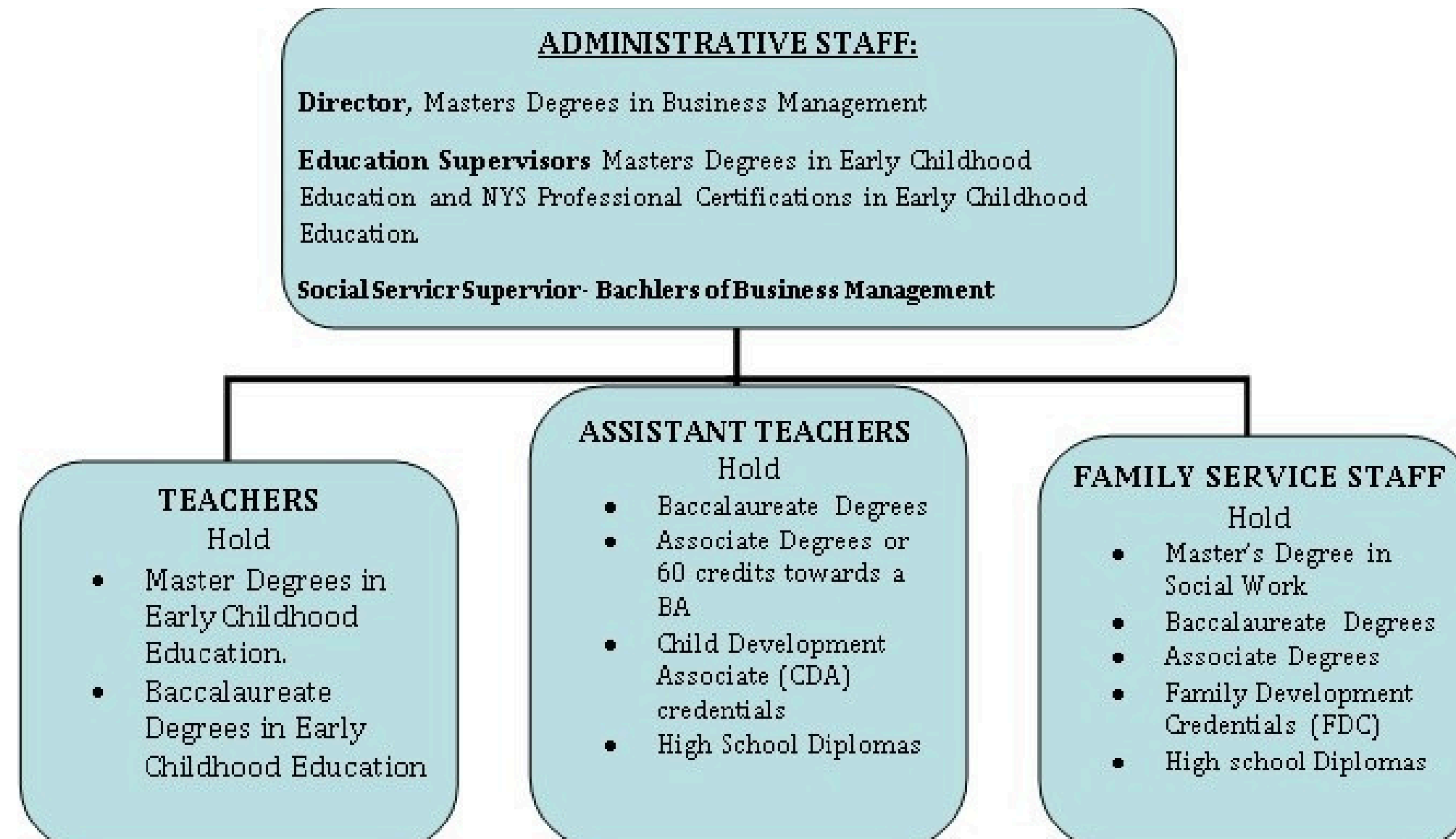
Ms. Linda





STAFF QUALIFICATIONS

Staff in our program must hold certifications and credentials as dictated by NYS and NYC. We are pleased to provide you the following credentials of our staff



Site Locations

Osgood Site
16 Osgood Avenue
Staten Island, NY 10304
(718) 420-6138

Dongan Hills Site
44 Dongan Hills
Staten Island, NY 10306
(718) 987-7755

Port Richmond Site
166 Lockman Avenue
Staten Island, NY 10303
(718) 494-0400

Cassidy Site
148 Cassidy Place
Staten Island, NY 10301
(718) 816-5168





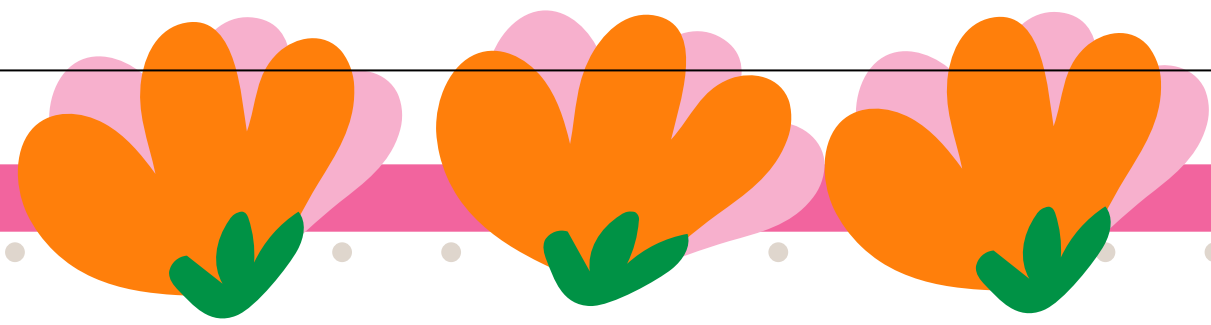
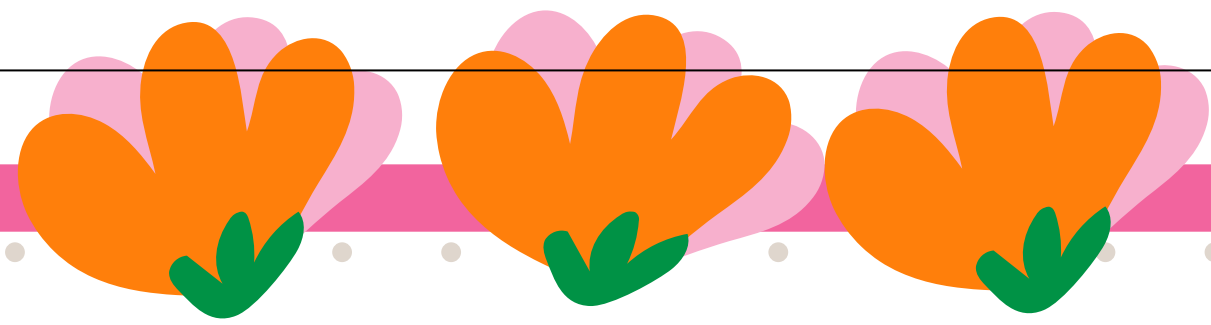
<https://statenislandheadstart.godaddysites.com>



Contact Information



Osgood Site	Lucille Sharp -----	Program Director
	Sylvia Evans-----	Family Services Supervisor/All Sites
	Lauren Garcia-----	Program Supervisor
	Rania AWada-----	Family Assistant
Dongan Hills site	Philice Fioriglio-----	Program Supervisor
	Hala Altinawi-----	Family Worker
Cassidy Site	Kim Fitzpatrick-----	Program Supervisor
	Ebony Jack-----	Family Assistant
Port Richmond Site	Linda Ferrigno-----	Program Supervisor
	Ariana Cortes -----	Family Worker





Educational Curriculum


The Staten Island Head Start classrooms follow the High Scope model of preschool education, a research-validated and evidence-based program shown to have positive effects on child outcomes, including cognitive and effective skills that lead to greater school success, as well as adult outcomes, such as improved socioeconomic status and greater social responsibility. Based on Jean Piaget's theory of cognitive development, the High Scope preschool model views children as active learners, who learn best from activities that they themselves plan, carry out, and reflect upon. The High Scope Preschool Curriculum and associated instructional practices are aligned with the Head Start Child Development and Early Learning Framework, the Head Start Program Performance Standards, the NYS Common Core Learning Standards, and the NYS Prekindergarten Learning Standards.

The Staten Island Early Head Start classrooms use the Infant-Toddler curriculum from High Scope, which supports early childhood development through active participatory learning, in which children learn about the world around them through play and exploration. The curriculum focuses on six content areas: approaches to learning; communication, language, and literacy; social and emotional development; cognitive development; physical development and health; and creative arts.

Caregiver practices are based on the principles of active learning, namely that infants and toddlers learn with their whole body and all their senses, communicate what they know, learn because they want to, and learn within the context of trusting relationships. The model provides extensive guidance for caregivers around supporting active learning through adult-child interactions, arrangement of the physical environment, daily schedules and routines, and observations and planning for children.

Head Start School Readiness Goals

- 
- Language & Literacy
 - Social & Emotional
 - Perpetual, Motor Skills

- 
- Physical Development
 - Approaches To Learning
 - Cognition



School Readiness Goals

Dear Parents/Guardians

The Office of Head Start (OHS) defines school readiness as children possessing the skills, knowledge and attitudes necessary for success in school and for later learning and life. School readiness means that your child is ready for school, your family is ready to support your children’s learning and schools are ready for your child to transition to their new learning environment.

As a Head Start grantee, we are required to have school readiness goals and are responsible for measuring child outcomes to ensure children’s development and learning is progressing throughout the school year. Child outcome data is gathered in November, February and May and your child’s individual growth is shared with you in a report card during conferences and home-visits.

These resources were utilized in the development of the school readiness goals

- Head Start Early Learning Outcomes Framework (ELOF) Ages Birth to Five,
- Head Start Health and Nutrition Performance Standards
- High Scope COR Assessment (Learning Objectives)
- NYS Early Learning Guidelines
- NYS Prekindergarten Foundation for the Common Core
- NYC Pre-K for All Program Quality Standards
- Teaching Strategies Gold

In this document you will see skills, knowledge and attitudes for toddlers and preschoolers, which illustrate a progression of development and learning over the following domains:

- Social and Emotional Development
- Language and Literacy

- Approaches Towards Learning
- Cognition, Math and Science
- Physical Well-being, Motor Development and Health Safety and Nutrition

Parents/Guardians can support their child's development and learning by working on these goals, as you are your child's first teacher. These goals will be supported throughout your child's Head Start experience through our researched based curriculum, developmentally appropriate activities, exploration in their learning environment and through interactions with their peers and teachers.



Language

Children will use and comprehend oral language.

- Toddler: Identifies familiar people, animals, and objects.
- Preschool: Will respond to simple statements, questions, and stories.

Children will engage in conversations with peers and adults.

- Toddler: Initiates and attends to brief conversations.
- Preschool: Engages in back-and-forth exchanges; at least three exchanges.

Children will use conventional grammar to express thoughts and ideas

- Toddler: Uses two or three word sentences; may omit or mispronounce words.
- Preschool: Uses at least 4 words to complete a sentence.

Children will use and understand increasingly complex language

- Toddlers: Follows simple requests.
- Preschool: Follows directions of two or more steps.

Literacy

Children will develop the ability to identify and discriminate the sounds within words.

- Toddler: n/a

- Preschool: Shows awareness of separate words/syllables in sentences.

Children will recognize the names of letters

- Toddler: n/a
- Preschool: Recognizes as many as 10 letters, especially those in their names.

Children will demonstrate an increasing awareness of book appreciation and knowledge.

- Toddler: Shows interest in books.
- Preschool: Identifies features of a book (title, author, front of the book).

Children will understand print conveys meaning.

- Toddler: Makes scribbles or marks.
- Preschool: Writes most of their first name correctly.



Children will be able to regulate their own emotions and behaviors.

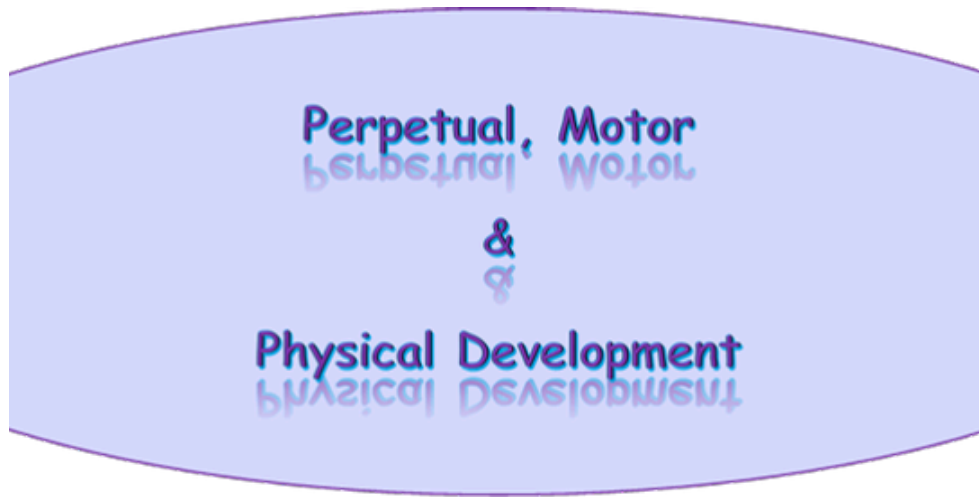
- Toddler: Seeks comfort with a familiar object or person. (bear, blanket)
- Preschool: Develops the ability to follow class rules and routines with minimal support.

Children will establish and maintain positive relationships with peers and adults.

- Toddler: Separates with minimal distress and engages with trusted adults.
- Preschool: Initiates interactions with familiar adults.

Children will participate cooperatively and constructively in group situations.

- Toddler: Expresses feelings during a conflict.
- Preschool: Suggests solutions to social problems.



Demonstrate gross-motor skills

- Toddler: Manipulates ball or similar objects with stiff body movements.
- Toddler: Will use sensory information and body awareness to understand how their body relates to the environment.
- Preschool: Will demonstrate control, strength, and coordination of large muscles.
- Preschool: Will use perceptual information to guide motions and interactions with objects and other people.
- Preschool: Manipulates ball or similar objects with a full range of motion cognition

Demonstrate fine-motor skills

- Toddler: Uses fingers and arms to manipulate objects.
- Toddler: Will coordinate hand and eye movements to perform actions.
- Toddler: Will adjust reach and grasp to use tools.
- Preschool: Uses appropriate finger and hand movements
- Preschool: Will demonstrate increasing control, strength, and coordination of small muscles.

Children will demonstrate age appropriate traveling skills.

- Toddler: Explores different ways to move (walks across the room, walks backwards)
- Toddler: Will use perceptual information to understand objects, experiences, and interactions.
- Toddler: Will use perceptual information in directing own actions, experiences, and interactions.
- Preschool: Coordinates increasingly complex movements.

Children will demonstrate age appropriate balancing skills.

- Toddler: Experiments with different ways of balancing.
- Preschool: Sustains balance during complex movement activities.

Health, Safety and Nutrition

Children will demonstrate healthy behaviors with increasing independence as part of everyday routines.

- Toddlers: Will demonstrate increasing interest in engaging in healthy eating habits and making nutritious food choices.
- Preschool: Will develop knowledge and skills that help promote nutritious food choices and eating habits.

Children will demonstrate personal hygiene and self-care skills.

- Toddlers: Will use safe behaviors with support from adults.
- Preschool: Will demonstrate knowledge of personal safety practices and routines.



Attends and engages

- Toddler: Sustains interest in working on a task.
- Preschool: Sustains interest in age appropriate tasks; can ignore some distractions and interruptions

Demonstrates curiosity and motivation

- Toddler: Explores and investigates ways to make something different
- Preschool: Demonstrates eagerness to learn about a variety of topics and ideas.

Classification skills

- Toddler: Will be able to match objects.
- Preschool: Will be able to group objects based on one characteristic then regroup them using a different characteristic and explain.



Exploration and Discovery Goals:

Children will use the understanding of causal relationships to act on social and physical environments.

- **Toddlers:** Will actively explore people and objects to understand self, others, and objects.
- **Preschool:** Will demonstrate an understanding of one's relationship to the family and the community.

Children will recognize differences between familiar and unfamiliar people, objects, actions, or events.

- **Toddlers:** Will recognize the stability of people and objects in the environment.
- **Preschool:** Will demonstrate respect for diversity.
- **Toddlers:** Will use memories as a foundation for more complex actions and thoughts.
- **Preschool:** Will identify changes in their surroundings and be able to demonstrate ways that they can be responsible for protecting the environment.

Children will use reasoning and planning ahead to solve problems

- **Toddlers:** Will learn to use a variety of strategies in solving problems.
- **Preschool:** Will demonstrate the ability to think through problems and apply strategies to solve them.

Emergent Mathematical Thinking Goals:

Children will use math regularly and in everyday routines to count, compare, relate, identify patterns and problem solve.

- **Toddlers:** Will develop a sense of number and quantity.
- **Preschool:** Will know number names and the count sequence.
- **Toddlers:** Will use spatial awareness to understand objects and their movement in space.
- **Preschool:** Will demonstrate an awareness of spatial relationships, patterns and sequences.
- **Toddlers:** Will use matching and sorting of objects or people to understand similar and different characteristics.
- **Preschool:** Will describe and compare features of objects and shapes.

Children will understand the relationship between numbers and quantities.

- **Toddler:** N/A
- **Preschool:** Will recognize the number of objects in a small set.
- **Preschool:** Will compare numbers.
- **Preschool:** Will associate a quantity with written numerals up to five and begin to write numbers.
- **Preschool:** Will understand addition as adding to and subtraction as taking away from.
- **Preschool:** Will understand simple patterns.
- **Preschool:** Will measure objects by their various attributes using standard and non-standard measurement. They will use differences in attributes to make comparisons.
- **Preschool:** Will identify, describe, compare, and compose shapes.
- **Preschool:** Will explore the positions of objects in space.

Scientific Inquiry Goals:

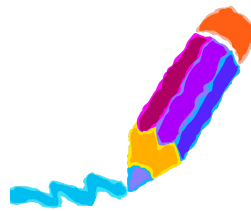
Children will use objects or symbols to represent something else.

- Toddlers: Will observe and imitate sounds, words, gestures, actions, and behaviors.
- Toddlers: Will use pretend play to increase understanding of culture, environment, and experiences
- Pre-school: Will use pretend play to try to act out solutions to everyday problems, such as ways to respond to stressful situations.

Children will observe and describe observable phenomena (e.g., objects, materials, organisms, and events).

- Toddler: Will observe and describe the world around them and characteristics of objects in their world.
- Preschool: Will engage in scientific talk.
- Preschool: Will compare and categorize observable phenomena.

Thank You For Choosing Staten Island Head Start!





Education Program

Our Head Start/EHS educational program is designed to meet each child's individual needs and to build the skills needed to be successful. We use the research based High Scope curriculum in our classrooms along with Child Observation Record (COR) assessment tool. Each child is assessed three times during the school year. Each time your child is assessed you receive a written report of his/her progress.

Each classroom is designed to provide a variety of meaningful social and learning experiences, which meet the developmental level of the children in that group. During the school day children are challenged through individual, small group and large group experiences. The children are encouraged to explore the environment developing an ability to interact with peers using good work habits, an increasing attention span and a positive feeling about themselves.

As an agency we have created School Readiness Goals for your child/ren and these goals combine The Head Start Child Development and Early Learning Framework, The New York State early Learning Guidelines Along with the New York City Core Body of Knowledge for Early Childhood Educators.

This program is designed to help each child develop intellectually, physically, socially and emotionally. Our aim is to meet the needs of the community served and its ethnic and cultural characteristics



Education Program



Language Policy

Staff strive to communicate with children and families in their home language whenever possible, recognizing that bilingualism and biliteracy are strengths. We use research-based teaching practices to support all learners. Our teaching staff are trained to help children learn in their first language and introduce English in ways that are appropriate for their age and development.

Classroom environments are set up to reflect the traditions of the children enrolled in the program, as well as those encountered in the surrounding community, with photographs of families in the classroom and common household objects from different traditions. Staff welcome any ideas or materials that will bring a child's home traditions into the classroom.

Childhood routines, discipline practices and parents' learning goals for their children will be discussed and incorporated into individual and group curriculum.

Our program is committed to:

- Communicating with the parents/guardians in a language of their choice by staff or a volunteer proficient in the languages used by the families.
- Sharing with parents/guardians, the importance of parental support in the home-language as the child's exposure to English increases.
- Seeking the feedback of parents and guardians in improving, developing, and using assessments at the Policy Council (PC) meetings and other events to ensure our assessments meet the needs of our children and families.

Parents/Guardians will be involved in suggesting menus that incorporate a variety of traditional foods and meet the requirements of the USDA Child Care Food Program.



Education Program



Dual Language Learners

Our Program recognizes that bilingualism and bi-literacy are strengths and has implemented research-based teaching practices to support dual language learners. Teaching Staff are trained to support children's learning in their first language and introduce the English language in age/developmentally appropriate ways. The child's first language and home culture will be represented in the classroom. Staff welcome any ideas or materials that will bring a child's home culture into the classroom.

Education Program



PARENT TEACHER CONFERENCES

Parents are required to attend two conferences with the teachers and Family Service staff. At this time, your child's progress at Head Start is discussed. Parents are encouraged to visit the classroom at any time, and to request conferences with the teachers if they feel the need.

SERVICES TO CHILDREN WITH DISABILITIES

The federal government is mandated to provide services to children with diagnosed disabilities. We reserve 10 % of our enrollment slots for children identified as needing special services.

Children with disabilities and their families receive a full range of Head Start services. In addition, Head Start staff members work closely with community agencies to provide services to meet their special needs.

Head Start does not discriminate against the severity of any handicapping condition. The program serves children with handicaps such as blindness, visual impairment, deafness, hearing impairment, physical handicaps, speech impairments, health or developmental impairments, mental retardation, emotional disturbances and specific learning disabilities.

Through our collaboration with the Pouch Program, there is a speech pathologist at each center to provide speech therapy to those children who require speech and language services. The collaboration also provides the services of a social worker, psychologist, physical and occupational therapist that provide consultation and therapy to Head Start/EHS children and their families when needed.



Education Program



FULL DAY CLASSROOMS SCHEDULE

The program provides full day services at each center. Our service hours are from 8:30 a.m. to 3:00 p.m.

ADJUSTMENT PERIOD FOR NEW CHILDREN

In an effort to help the child to adjust to a new setting, the program carries out a gradual period of adjustment. The period of adjustment varies depending on the child and on the circumstances of the parent. For example, some children may only come to school for a half session. The goal of the Head Start experience is to support the child in the first school experience. The school experience should be a happy and pleasurable time away from the home.

ABSENCES

In order for your child to be prepared for kindergarten it is critical that they attend school every day. However, we understand that children do get sick. Parents are asked to notify the center when the child will be absent for more than one day. When a child is absent for three or more days, a doctor's note may be required in order for the child to return to school. Poor attendance will lead to probation, even termination.

POTTY TRAINING

Children are not required to be potty trained in order to be enrolled in the program. Parents work in partnership with the teacher to develop a toilet training plan to help your child

Education Program



DRESSING FOR SCHOOL

Children should come to school comfortably dressed for the day's activities. The teachers help protect their clothing, but it is natural for the children to get dirty. We recommend rubber-soled shoes or sneakers be worn. Please make sure children can do the fastenings or buttons on their clothing



NAPTIME:

Cots are furnished for each child to have an afternoon rest or nap. Naptime takes place every day between 1:00-2:00 p.m All parents are responsible to send in a crib sheet and blanket for their child. Sheets and blankets are sent home once a week to be washed and returned to school. Your child must have a clean blanket and sheet in the center at all times. Each child is assigned their own cot that they use for the school year



ACCIDENTS

Accidents sometimes occur with young children. First aid is always given. At least two staff at each center is trained in First Aid/CPR and are medication administrators. When necessary, a parent is called to accompany the child and staff member to a private physician or hospital for medical treatment. For minor cuts and bruises, a note is always sent home. Children in need of onsite medication i.e. asthma inhalers, epi-pens etc, must have the proper medication administration consents on file.



CURRENT INFORMATION

The Family Service Office must be notified promptly of any changes in address, telephone numbers, employment and emergency phone numbers. This is vital in the event of an accident or emergency situation involving the child or the center.

The Emergency Contact authorization sheet must be updated as needed when parents or authorized pick-up people telephone numbers or authorized pick-up people change. In an emergency, a note or telephone call is required from the parent if a pick-up person's name is not on the list.

PICTURES

Each year, pictures are taken of the children by a professional photographer. Purchase is optional, including June graduation pictures.

PERSONAL TOYS, CANDY AND FOOD

Personal toys are permitted in school only on show and tell day. Teachers cannot assume responsibility for lost, stolen or broken toys. Please see your child's teacher for your child's show and tell day. Children may not have money, candy, gum, or food in the classroom.





TRIPS & SPECIAL EVENTS

According to funds and appropriateness of the trip, interesting trips are taken during the school year. Parent volunteers are required on trips. Without the proper supervision of children, trips cannot be taken.

BIRTHDAY CELEBRATIONS

Healthy snacks are shared by all children in the classroom, and on group trips. Parents are welcome to celebrate children's birthdays in the classroom. Please inform the teachers in advance so that the party may be planned into the day's activities. Please contact the Education Director one week in advance to set-up an appointment to plan your child's party.

END-OF-YEAR CELEBRATIONS

End-of-the-year celebrations are held in the summer of each year. All children participate in the activities, and all parents are invited to attend.



NUTRITION PROGRAM

Every Head Start Program must provide a sound nutrition component to develop the physical resources each child will bring to the learning process. The Head Start nutrition program emphasizes well-balanced, nutritious meals low in fat, salt and sugar. We are focused on reducing obesity in our community; for that reason we encourage the children to eat healthy in school and at home. We serve only 100% juice.

Menus are sent home each week in English and in Spanish. Parents are encouraged to use the menus as a guide when planning meals in the home. The menus meet the daily food requirements for children as established by the State's Child and Adult Food Program (CACFP). Listed below are the times children eat and some examples of foods served:

Head Start's nutrition program is as follows:

BREAKFAST Items served could be:

Cereals, toast, pancakes, waffles, muffins, eggs, milk, juice or fruit.

LUNCH Items served will be:

Meat, vegetables, rice, potato or pasta, bread, butter, fruit and milk.

SNACK Items served could be:

Cookies or crackers with juice, fruit or milk.



“MEALS”

BREAKFAST 9:00 A.M.

LUNCH 12:00 P.M.

SNACK 2:15 P.M.

“Meal Time” is a social time, a chance to talk about different things and learn how to use utensils. Children will serve the foods to themselves in a family-style with small bowls on each table. Table manners will be encouraged during mealtime. Staff and classroom volunteers eat with the children in a relaxed atmosphere.

Children will never be forced to eat the foods served in the Head Start Program. At no time will food be used as a punishment. The mealtime is an opportunity to learn about new foods gradually allowing children time, to accept them, and acquire good habits, which will stay with them throughout life.

Nutrition training for parents will be offered during the school year. Parents will have the opportunity to discuss recipe options, and be encouraged to be actively involved in the nutrition program.

Workshops with community agency nutritionist (WIC) will be offered in order to assist parents with meal planning and food budgets.

Food Allergies: Parents must provide a doctor’s note to the program when a child has an allergy to foods that may be served in the center. Where possible, the program will provide substitute foods that are acceptable to the child’s dietary needs.



Family Engagement Philosophy

Our Philosophy

At Staten Island Head Start/Early Head Start, we believe families are children's first and most influential teachers. We are committed to building respectful, strength-based partnerships with families to support the healthy development, school readiness, and long-term success of every child.

We recognize and value the diverse cultures, languages, traditions, and life experiences that families bring to our program. Family engagement is not a single event or activity—it is a continuous, systemic approach embedded across all areas of our program.

We view families as:

- Partners in decision-making
- Advocates for their children
- Leaders within the program and community
- Essential contributors to program improvement

Our Practices

To put our philosophy into action, we implement the following family engagement practices:

1. Relationship-Based Partnerships

- Conduct family partnership meetings to identify strengths, needs, and goals
- Maintain regular two-way communication through conferences, phone calls, home visits, and digital platforms
- Provide culturally and linguistically responsive services

2. Family Well-Being Support

- Assist families in setting and achieving individualized goals
- Connect families with community resources, including health, housing, employment, and education services
- Support access to preventive health and mental health services

3. Parent Leadership and Governance

- Encourage active participation in Policy Council and parent committees
- Provide training and information to support informed decision-making
- Invite families to participate in program planning and evaluation

4. Engagement in Learning

- Share child development information and school readiness goals
- Provide strategies families can use at home to support learning
- Host workshops and activities that strengthen parent-child relationships

5. Inclusive and Equitable Practices

- Engage fathers and father figures
- Support families of children with disabilities
- Promote inclusive participation regardless of language, culture, or background

6. Continuous Improvement

- Use family feedback and program data to strengthen engagement strategies
- Evaluate the effectiveness of family engagement efforts
- Adjust practices based on community needs

Our Commitment

We are committed to creating a welcoming environment where families feel respected, heard, and empowered. Through collaboration and shared responsibility, we work together to ensure children thrive socially, emotionally, physically, and academically.

Family engagement at Staten Island Head Start/Early Head Start is a partnership—one built on trust, communication, and shared goals for success.

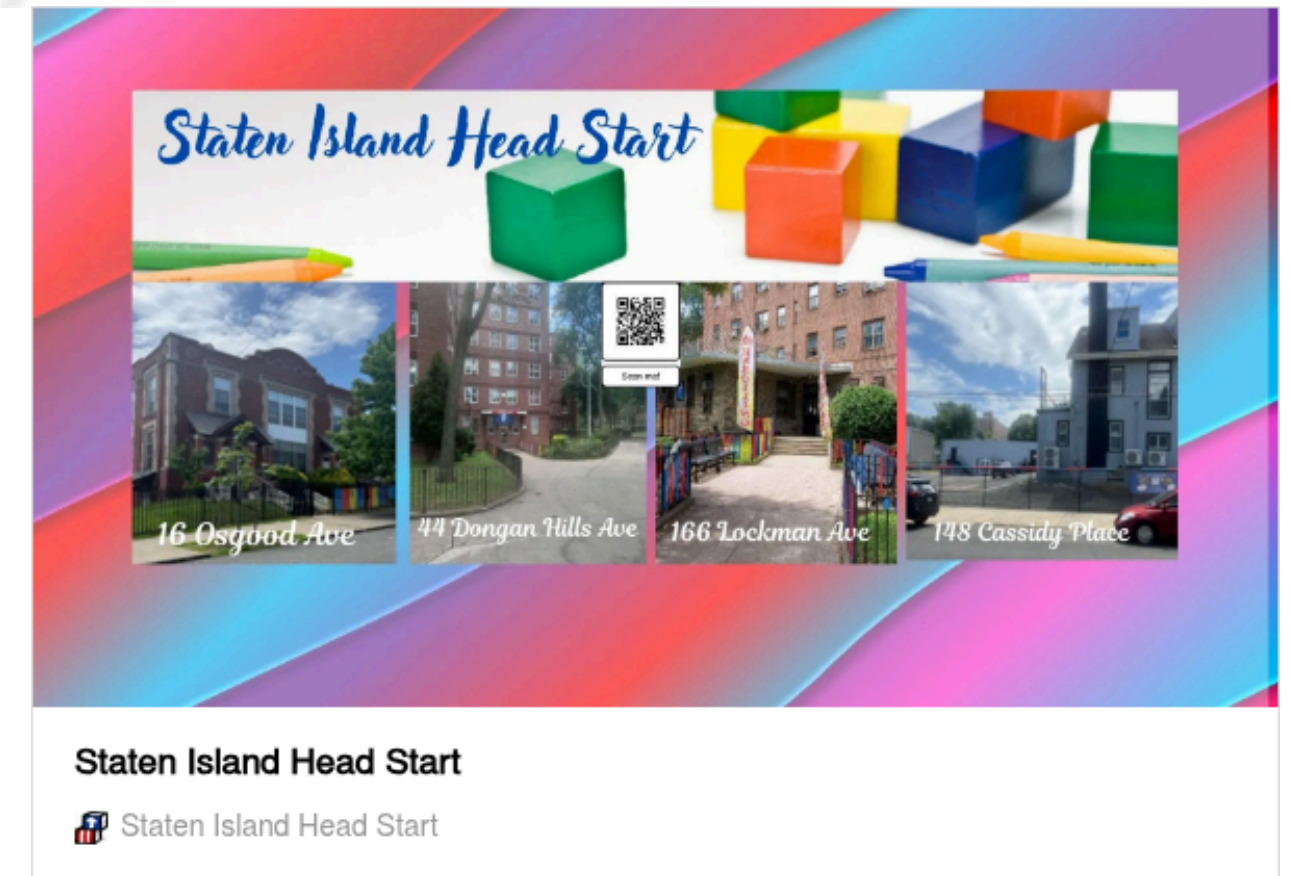
Parent Communication Tool



Visit our Website



This app is essential for keeping parents and guardians informed. We use it to send notifications during emergencies, school closures, and other important events. We ask that every family sign up when their child begins school.



Check us out on Facebook & Instagram

<https://www.facebook.com/profile.php?id=100057547235225>

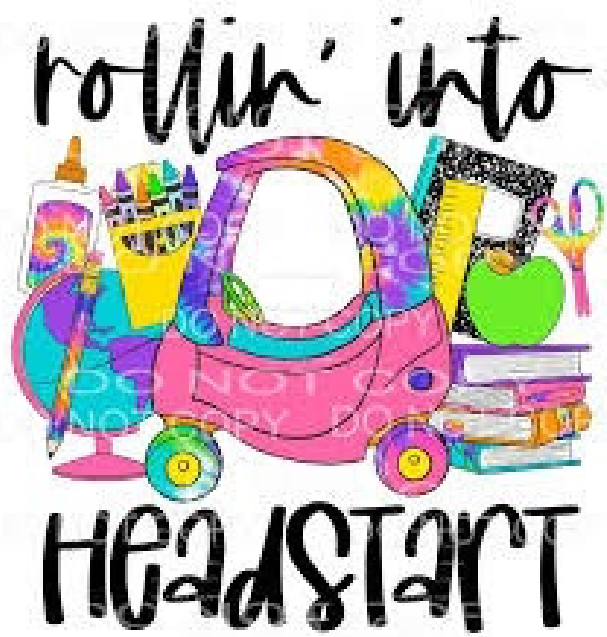


In-Kind (Parent & Community Contributions)

Staten Island Head Start is funded 80% from federal funds and 20% from in-kind. The in-kind includes parent and community volunteer time and services. The volunteer time and services are recorded as dollar and cents so it can be counted towards the 20% of the total funding

The parent Volunteer time includes the following;

- Reading to your child
- Do activities at home to strengthen home to school connections
- Attendance at site parent meetings
- Participation on the Policy Council
- Volunteering in the classroom, kitchen and family service office.

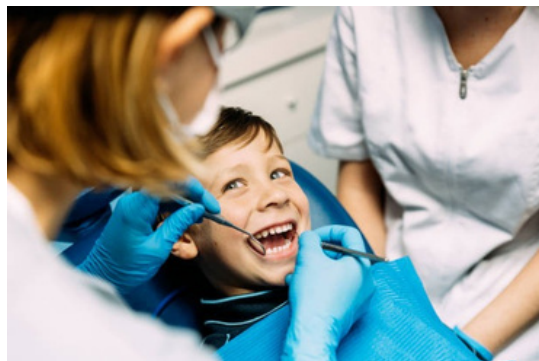


Head Start emphasizes the importance of early identification and treatment of health problems.

A medical and dental examination is required yearly for each child. All staff and parent volunteers and chaperones must have a current medical on file. This policy is mandated by the New York City Department of Health.

Head Start requires that all children:

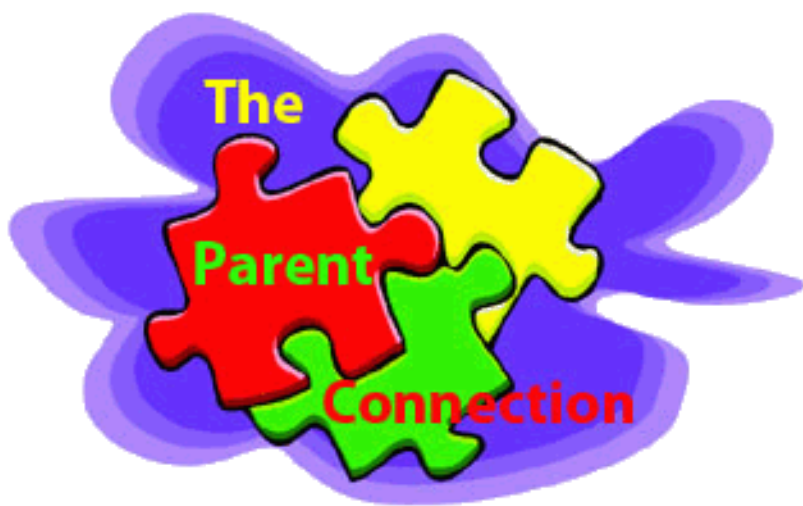
- 1. Must have a complete and comprehensive health examination, including vision and hearing screening, laboratory testing and up-to-date immunizations.**
- 2. We are required to keep all children's health records up-to-date at all times. If necessary, follow-up treatment plans will be supported, encouraged, and required.**
- 3. All parents must have a completed and current medical and PPD test and results.**



PHYSICAL EXAMINATION



A medical and dental examination is required every 6 months for each child. All staff and parent volunteers must have a current medical on file. This policy is mandated by the New York City Department of Health.



The Parent Committee is the cornerstone of parent involvement in our Head Start Program. It brings together parents, teachers, and family service staff to generate ideas, set common goals, and develop recommendations that will be submitted for approval and vote at the Policy Council level. Your participation in the Parent Committee meetings, held monthly, is essential to the success of the program.

As the recommending body for center policies, the Parent Committee includes parent representatives from each classroom. This committee works closely with the center staff—including Family Service, Administration, Education, and classroom teams—to ensure a successful and rewarding school year for all parents, children, and staff.

Policy Council

Membership of the Policy Council consists of representatives from Osgood, Cassidy, Dongan Hills, and Port Richmond. The role of the Policy Council is to plan, organize, and coordinate agency-wide activities for parents, with support from staff. Additionally, the Policy Council is responsible for approving or disapproving all recommendations. The council will also be active in the Head Start Early Childhood Education Committee, which meets quarterly to discuss Head Start-related matters.

Policy Council Training

This is the first of several important training workshops designed for parents to collaborate with Head Start staff. The workshop serves as both a resource and a guide, helping committee members transition from relative strangers to a cohesive decision-making team. Participants will be oriented to the purpose and scope of the group's authority, as well as their individual responsibilities. They will also learn key skills, including election procedures, parliamentary rules, goal setting, agenda preparation, action planning, and evaluating group effectiveness.



GROUPS FOR PARENTS, GRANDPARENTS, WOMEN and MEN:

Parents are encouraged to join one of our special groups that have been designed to enhance and explore personal, adult relationship and parenting skills.

The aims of the programs are:

- 1. To get to know and understand yourself better.**
- 2. To get to understand your children and become more knowledgeable about the social and emotional needs of family members.**
- 3. To use this knowledge in making decisions about how to raise children in a way that will foster positive child development.**

School Readiness Team:

Children whose families are actively involved in their education do better in school. There are many ways Head Start families can be involved. You can be part of our School Readiness Team. It includes: Parents, Teachers, Education Directors, Family Advocates, Family Service Coordinator, and Parent Family Community Engagement Coordinator. This team meets 3 times per year at each individual site.

As a group we will look at our data and look for patterns of progress and needs for improvement.



SOCIAL SERVICE PROGRAM

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The focus of the Social Service Program is on the child, the family, and the community as a group of interacting personalities. The role of the Family Service staff is to provide support to the child and family, to serve as a resource to the family and to act as a liaison between the Head Start Program, the family, and the community.



SERVICES OFFERED

1. Short term counseling
2. Referrals
3. Planning and development of special support programs and activities.



EMERGENCY CLOSINGS

In the event of a citywide emergency (such as a heavy storm), we will be closed if the N.Y.C. Public Schools are closed.

The centers may be closed even when the public schools are open in bad weather, if we feel the conditions would be dangerous for young children. The center may be closed because of emergencies which effect heating or plumbing.

Parents may call any of our sites in order to determine the opening of the Head Start Program on bad weather days.



Parent Education and Workshops

Throughout the year, parent workshops are offered with different topics and a variety of knowledgeable speakers. In addition, we offer a parenting curriculum called Opening Doors

Male Involvement

Fathers and male figures play an important role in the life of a child. We highly encourage male participation in the child's education and in parent involvement activities.

Parent Surveys

You will be receiving surveys throughout the school year. Please make the time to complete them. They help us to best meet the needs of our families.



Siblings

Children not enrolled in the program cannot be in the classroom while the parent(s) are volunteering

Custody Issues

Custody disputes must be resolved through the courts. The school does not have the authority to deny a biological parent access to his or her child or to the child's school records. If a child-release situation arises that causes a disruption at school, law enforcement will be contacted.

Parents or legal guardians are required to provide the school with current and updated court orders.



Lost Child /Critical Incident Response Policy

Pick-up/Drop Off Procedure

Attendance Policy

Lateness Procedure





Behavior Management Policy

POLICY FOR REPORTING
CHILD ABUSE/CHILD MALTREATMENT

Protections of the Privacy of Child Records
Policy
Personally Identifiable Information (PII)

PARENT/LEGAL GUARDIAN CODE OF
CONDUCT REQUIREMENT





Dental Hygiene Procedure

POLICY FOR REPORTING
CHILD ABUSE/CHILD MALTREATMENT

School Readiness Goals

ERSEA Training



HEAD START

Attendance Policy

Article 47 is the Health Codes that regulates child care programs for children. The Department of Health and Mental Hygiene amended Article 47 of the Health Code in order to improve supervision of children in child care services regulated by the Article.

The amendments strengthen requirements to account for a child's whereabouts at all times while in care, when children are transported to and from the child care services or during off-site trips, and when children arrive and depart from the child care service. It reads as follows:

***Health; daily requirements; communicable diseases:** Amends §47.27(a), (c) and (d) to require permittees to maintain child attendance records and obtain earlier parental notifications of absences to promote greater accountability for children. The former provision required parents to contact permittees after their children were absent for three days in order to capture information about children who may have contracted certain communicable diseases. **The new provision requires a parent to notify the child care service the same day** that a child will not attend on a scheduled day to promote better accountability for children and more rapid investigation of children who fail to show up at the child care service or are lost on a day of scheduled attendance. In response to comments, further changes were made to paragraph (4) of subdivision (c) to clarify that the permittee must document that notification was made, and subdivision (a) was amended to eliminate the proposed requirement that parents or other escorts must sign children's attendance records.*

If a child is absent, Family Worker will contact the family to determine why and record the attempt and result in child's file. Absences without reason or contact from the family are considered unexcused.

Examples of excused absences can be:

1. Hospitalization.
2. A serious illness or injury or other health problems.
3. A child contracts a communicable disease and/or impetigo, head lice etc.

4. There is a death in a child's family.

5. A need to complete medical treatment or therapy during class time.

6. Family situations not to exceed three consecutive weeks.

7. Transportation difficulties

Attendance records will be reviewed daily by the Social Service Coordinators, with follow-up letters sent home to parents. When the average daily attendance rate drops below 85%, for the center or an individual child, the Assistant Director will analyze the absences for each child and determine the need to initiate action.

HEAD START

Behavior Management Policy

Program Behavior Management Policy

In the Head Start Program, we respect each child as an individual. Staff and volunteers are always interested in fostering a feeling of self-worth, confidence & security in each child. Parents are encouraged to participate in all aspects of the Head Start program including volunteering in the classroom.

When helping the child develop appropriate social behaviors, the following conflict resolution methods are used:

1. Identifying the challenging behavior in a non-judgmental factual way: e.g.: talking to the children about solutions to problems as they arise in the classroom, Children are given words to resolve conflicts, “Tell Johnny not to hit you, you didn’t like it”.
2. Helping children learn how to work out their disagreements together using a six-step process to solve problems and resolve conflicts
 - i. Remain calm and stop any hurtful actions or language
 - ii. Acknowledge feelings
 - iii. Gather information
 - iv. Restate problem
 - v. Ask for ideas for solutions and choose one together
 - vi. Give follow-up support as needed
3. Effective Praise -- will be used to reward positive and appropriate behavior in school.
4. Redirection – offer child a choice for a more positive outcome.
5. Removal from the group (time out/in) may be used in calm, consistent and non-punitive ways to help children develop self- control. Child is offered the opportunity to reflect on the behavior & rejoin the group when they are ready.
6. Parents are asked to meet with the staff when there is a consistent behavioral problem in school. The school and home partner to resolve behavior problems. In some cases referral to an outside agency to obtain additional support may be recommended with the consent of the parent. Staff is always willing to work with parents to solve problems which may arise in the home and parenting classes are available if needed.
7. Additional support staff (eg. family advocate, social worker) may be needed to help the child through a portion of the day. This is determined by the needs of the individual child and is the decision of the interdisciplinary team.

8. Corporal punishment, humiliation or frightening methods of control and discipline are prohibited. Food, rest or isolation of the child shall not be used as a means of punishment.

HEAD START

Child Abuse/ Mandated Reporter Policy

All Staten Island Head Start Employees are Mandated Reporters and Must Follow the Law – Report Incidents of Alleged Child Abuse Immediately.

Alleged Child Abuse

Follow Child Abuse Reporting Procedure

1. The Staff documents alleged Child Abuse intervention on **Child Intervention Form and completes the Child Abuse Report form (DSS-2221A)**. The staff person calls the Child Abuse Mandated Reporter number.
2. Once the call is accepted, the Staff person completes the ACD 1149 and makes 3 copies of all 3 forms (Intervention form, Child Abuse Report DSS-2221A and the ACD 1149). The Staff person will submit originals to ACS, a copy to Diane Black Greene, a copy to the Family Service Coordinator or Family Assistant and file the other in the Child Abuse Log Folder.
3. The Staff person will log the incident on the Child Abuse Reporting Log which is kept at each center in the Family Service office.
4. The Family Service Coordinator/Family Assistant forwards the Child Intervention Form to the Head Start Administrator; Education Director, Assistant Director

Documenting an Alleged Child Abuse Incident

1. When a Child enters your Head Start classroom with a bruise/cut/burn marks, and states someone has hurt him/her, you must immediately fill out the Child Intervention Form and immediately complete the Child Abuse Report form and call the Child Abuse Mandated Reporter number.
2. When you observe a marking on a Child you must ask only **open ended** questions.

“How Did That Get There?”

“Can You Tell Me What Happened?”

NEVER, EVER PUT WORDS IN A CHILD’S MOUTH, Such as;

“Who Did That To You?”

“Did Mommy/Daddy Do That?”

“That Looks Like A Scratch.”

“Did Mommy scratch you with her nails by mistake?”

1. When documenting the alleged Child Abuse, state the child's exact words and your exact words. Document a description of the markings on the child.

When in doubt what to ask the child - Get a Supervisor.

Alleged Child Abuse Requires Immediate Attention.

How to Report Child Abuse and Neglect

Oral Report

- As soon as you suspect child abuse or neglect, immediately call the State Central Register (SCR) Mandated Reporter Hotline at 1-800-635-1522, or 311.

The SCR is open 24 hours-a-day, 7 days-a-week.

- If a child is in immediate danger, call 911.
- Provide as much information as possible to the protective specialist at the SCR. If available, give information to help identify and locate the child or parents in question.

Written Report

- A signed written report must be file with the local Child Protective Services (CPS) written 48 hours of an oral report.
- To obtain a copy of the mandated reporter form, contact your local CPS office or visit the New York State Office of Children and Family Services (OCFS) at www.ocfs.state.ny.us and go to the "Forms" and "LDSS-2221A" links.
- Submit the written mandated reporter form to the local Children's Services field office in the borough where the child resides. You may request the address from the child protective specialist at the time you make the oral report to the SCR.

As mandated reporters it is the responsibility of every staff member to report instances of abuse, maltreatment or neglect to the State Central Register (SCR) hotline at (1-800) 635-1522.

The following are the steps to be taken upon witnessing a staff member mistreating a Head Start child or upon receiving an allegation of maltreatment in a Head Start classroom from a witness.

1. Witness calls the SCR hotline upon witnessing an incident of suspected mistreatment and reports results to a manager or-
2. Witness reports a staff member mistreating, neglecting or being abusive to a child in a Head Start classroom to a manager.
3. Manager will call N.Y.S. Central Registry Hotline 1-800-635-1522 to register report with the witness present.
4. If case is accepted manager must: take name of caseworker and the case ID # along with the time call was registered and the date and time of the incident.
5. Once case is registered or rejected, manager should contact the NYC DOHMH and the OHS (Office of Head Start) for further guidance.
6. Alleged subject is immediately removed from the classroom.
7. At the time of the report the following paperwork must be completed and forwarded to Head Start and the local A.C.S., I.R.T. coordinator: LDSS-2221A & ACS 1149 plus a written statement from the witness.

8. If case is registered by N.Y.S. the alleged suspect will be suspended and case reported to the Union Representative from DC Local 1707.
9. The employee will be suspended until the investigation is complete and a report is sent to the Program Director stating the results.
10. If the case is declared “unfounded” the employee will return to work and be retrained and mentored by a supervisor.

Child Abuse and Neglect Guide

Type of Abuse	Physical Signs	Behavioral Signs
Physical Abuse	<ul style="list-style-type: none"> ● Unexplained bruises, cuts, burns, or fractions ● Evidence of delayed or inappropriate treatment for injuries 	<ul style="list-style-type: none"> ● Avoids home ● Complains of being sore, moves uncomfortably ● Wears clothing heavier than expected for the weather (to cover body) ● Bizarre explanation of injuries ● Wary of adult contact
Sexual Abuse (Physical or non-physical; the majority of these cases have no physical findings. E.g., exposure, obscene, language, pornography)	<ul style="list-style-type: none"> ● Torn, stained or bloody underclothing ● Pain, swelling or bleeding in genital area ● Difficulty walking or sitting ● Sudden weight loss 	<ul style="list-style-type: none"> ● Inappropriate sex play or premature understanding of sex ● Suicide attempts ● Acting out ● Drug use ● Run-away ● Threatened by physical contact, closeness
Emotional Abuse (The most common type of child abuse. E.g., insults, isolation, humiliation, rejection)	Rare	<ul style="list-style-type: none"> ● Self-comforting behaviors such as sucking, rocking, or biting ● Self-injurious behaviors such as cutting in adolescents ● Antisocial or destructive behavior ● Substance abuse ● Developmental delays
Neglect	<ul style="list-style-type: none"> ● Always seems hungry ● Dresses inappropriately ● Poor hygiene ● Unattended medical/educational needs ● Regularly tired or falls asleep during the day ● Delayed physical development 	<ul style="list-style-type: none"> ● Regularly tired or falls asleep ● Begs or steals food or other basic items such as clothing ● Frequently misses school ● Extreme need for affection ● Developmental delays

HEAD START

Dental Hygiene Policy

1. Twice each day once after breakfast and again after lunch, all children will brush teeth. Tooth brushing occurs in the bathroom and under the supervision of a designated staff/adult.
2. Place a pea size amount of fluoride toothpaste on the **outside bottom** of each child's sanitized rinsing cup. Use care as to not use too much, toothpaste for as it can cause a condition known as fluorosis. Children then transfer the toothpaste to their toothbrush to prevent cross contamination. Toothpaste tube must never come in contact with children's toothbrushes. Staff will hand each child his/her own toothbrush to avoid germ sharing.
3. The child will brush his/her teeth (one to two minutes is more than adequate time). Care should be taken to avoid spreading disease.
4. Conserve water by teaching children to turn off water while brushing.
5. After the child has completed brushing his/her teeth, s/he will discard the toothpaste into the sink with running water, then fill up the cup with water and rinse mouth until it is free of leftover toothpaste.
6. Show children how to rinse the toothpaste from his/her toothbrush and hands and then return it to the toothbrush rack.

Sanitation/Storage of Toothbrushes

1. Each child will have his/her own-labeled toothbrush.
2. Sanitation/Storage: Each toothbrush holder will be sanitized two times a month. The toothbrush holder can be washed with a bleach solution (1/10 part solution) and air-dried.
3. The holders must be placed in a hygienic storage unit (net with clips) on a shelf in a closed cupboard or out of the reach of children and other items that may contaminate them.
4. Prevent toothbrushes from touching surfaces or another brush.
5. When brushing after meals is not possible (e.g. on field trips) children may be offered drinking water, as rinsing with water helps to remove particles from teeth and prevent

cavities.

6. Each classroom will be provided with a new toothbrush four times a school year. September 1, December 1, March 1, and a toothbrush will be sent home with each child at the end of the school year.

HEAD START

Epi- Pen Emergency Policy and Protocol

Epi-pen training protocol:

- Epi-pen trainings take place at orientation every year, every two years at CPR/First aid/Code Ana trainings.
- All education and family service staff are trained in CPR/First-aid every two years. Education Directors, at least 3 other staff are Code Ana trained, and several staff are MAT certified.
- Stock Epi-pens are stored in a secured box that is easy to access, but away from children's access. The box is labeled and all staff know where the box is located. Buildings with two floors have one on each floor. Education directors are responsible for storage, maintenance, and general over sight of the stock Epi-pens. The Education Directors are responsible to regularly check the Epi-pens, replace them when expired, and send the expired Epi-pens back for proper disposal.
- Child specific Epi-pens are stored in the child's classrooms first aid kit with MAT forms and Allergy Health Plan, which is taken with them outside the classroom. The teachers are responsible for the general oversight of the Epi-pens. The Family service supervisor, and family worker are responsible for MAT forms, allergy health plan, getting new Epi-pens from the parent and returning them when they have expired.
- For child specific Epi-pens proper MAT protocols are followed to ensure the right child and dose.

Site locations of Epi-pens:

- Cassidy- One in each trailer
- Osgood- One outside the Education Directors office and one in Family Service office
- Dongan Hills- Family Service office
- Port Richmond- Family Service office

Anaphylaxis is a multi-system allergic reaction. Symptoms of anaphylaxis usually involve more than one part of the body such as the skin, mouth, eyes, lungs, heart, gut, and brain.

Some symptoms include:

- Shortness of breath, wheezing, or coughing
- Pale or bluish skin, faintness, weak pulse, dizziness
- Tight or hoarse throat, trouble breathing or swallowing

- Significant swelling of the tongue or lips
- Many hives over the body, widespread redness
- Vomiting a lot, severe diarrhea

In the event a child or individual you suspect as having a severe anaphylactic reaction due to an allergy, staff should:

- Immediately call 911
- Call designated medical staff or non-medical staff trained to administer Epi-pen.
- Check for physical signs of respiratory distress such as airway, breathing, heart rate and pulse.
- Administer Epi –pen
- To use stock Auvi-Q injector:
 - Pull cartridge from case
 - Pull off red safety guard
 - Place Black end against outer thigh, then press firmly and hold for 5 seconds
- Attempt to identify cause as quickly as possible
- Continue to monitor vital signs (breathing, airway, pulse, etc.) until emergency medical assistance arrives.
- Family service will contact parent and physician immediately
- Family service will contact administrators
- Any individual treated for symptoms of anaphylaxis using epinephrine at school will be transferred to the nearest medical facility for further care accompanied by a parent or guardian. In the event a parent, guardian, or emergency contact person is not present a designated staff person will accompany individual to the medical facility.
- All staff involved will prepare written documentation of incident.
- Administrators will contact DOH and all other agencies for notification and updates within 24 hours.

During this emergency, staff will work together to ensure all protocols are followed to ensure the safety of all persons involved.

HEAD START

Health Emergency Procedures

First Aid/CPR

The program provides first aid/CPR training to staff; the certifications are renewed as required. Staff use approved first aid procedures to care for a child who may be injured while in the program. This will include the cleaning of the injured area and the application of a clean dressing.

When assessing the situation use the following procedures:

Non-visible injuries: If an injury results in little bruising, the child is calm, and does not seem distressed, apply first aid and call the parent immediately.

Visible Broken Bones: Call 911 and do not move the child if the injury seems serious. Including possible breaks to the skull, back or neck, or if the bone broke through the skin. Signs of a broken bone are: a cracking sound during the injury, a noticeable deformity, constant or severe pain in the area, severe swelling or bruising, and tenderness to the touch.

Head Injury/ Concussion: Call 911 if a child hits their head and loses consciousness, has difficulty standing or walking, impaired speech or vision, nausea or vomiting, seems dazed or confused. Even if a child seems fine, if they fall more than 3 feet and hit their head 911 should be called.

Cuts: Call 911 if the bleeding is not under control by applying pressure, if the bleeding does not stop with-in 10 minutes, if the cut is deep or extends longer than a half-inch (may require stitches), and if it appears to be filled with debris.

Bloody Nose: Keep child leaning forward with their head tilted down, pinch their nostrils together to stop the flow of blood. If bleeding continues after 15 minutes or the child loses a cup's worth of blood, call 911.

All incidents (minor or major) of both children and adults that occur on or off the premises during working hours or while performing job related duties at the center site, must be reported immediately in writing on the appropriate forms.

All incident reports are to be submitted to the Educational Director or any other Director on site if Educational Director is not available. The person receiving the report must submit the report to a supervisor who is responsible for submitting the incident report to the Office of Head Start (OHS), Richmond University Medical Center (RUMC) and Department of Health and Mental Hygiene (DOHMH) within 24 hours. Education Directors then log the incident on the accident/incident tracking form.

All injuries to children will be reported to Family Service and the parent should be contacted immediately. If the child's injury requires immediate medical attention, 911 will be called and the child taken to the hospital.

Allergies

When a child is identified as having a food allergy, the Family Assistant/Worker asks the parent to provide a doctor's note that details the food restriction and identifies acceptable food substitutes. The program uses the consultant support of a licensed nutritionist and nurse who will assist staff and parents in planning meals for children who have dietary restrictions. A food allergy intervention plan is completed for each child with an identified food allergy.

The Family Coordinator gives an allergy and food restriction list to kitchen and classroom staff. The food restriction list is posted in the kitchen and in the classrooms with a cover to ensure confidentiality of the medical information. The food allergy intervention plan is reviewed with appropriate staff.

The allergy list includes all children with documented allergies from every classroom in the program. Each child's entry includes a photograph to ensure accurate identification and to help staff maintain a safe environment by preventing accidental allergen exposure.

If a child has an allergic reaction while in our care, we must call **911 FIRST; administer the child's EPI pen (if applicable) by the MAT certified staff person and then contact the parent.**

Medical leave accommodations

If a child is on an extended leave due to a documented medical issue, for a determined amount of time accommodations will be made to ensure the child is included in activities. Such accommodations can include remote learning and home to school connections using materials according to the curriculum. Teachers and/or Family worker will connect with the family at least 2 times a week to distribute materials, address how things are going, and any needs they may have.

- **Serious Injuries**

In the event that a child has a serious injury such as a broken or fractured bone with a cast, the child will not be permitted to attend school until the cast is removed and cleared for full physical activities by the child's medical doctor.

This is for the child's safety, to prevent further injury, and to ensure the child is being properly cared for, especially in regards to personal care and hygiene. Children who have broken bones will not be able to do personal care for themselves such as, feeding, hand washing, toileting, and will need one on one assistance to participate in the daily routine.

HEAD START

Illness and Exclusion Policy

Health and Safety Statement

Health and safety are of the utmost importance at RUMC Staten Island Head Start. The following illness policies are strictly enforced to protect the health, well-being, and safety of all children, families, and staff.

Staff will observe the general health of each child every morning. If the child has any of the following symptoms or conditions, the parent/guardian will be called and asked to take the child home and a physician's note with date and diagnosis will be required for readmission:

1. Maxillary (armpit) temperature of 100 F or greater with behavioral changes or other signs or symptoms of illness.
2. Uncontrolled diarrhea.
3. Mouth sores
4. Rash with fever or behavior change.
5. Pink eye with white or yellow discharge.
6. Scabies.
7. Ringworm (if in the scalp, may require oral medication).
8. Head lice. (Only permitted to remain in school if only eggs are present, once hatched child cannot remain or return until it is clear)
9. Impetigo.
10. Strep throat.
11. Difficulty breathing.

Children with conditions such as scabies, ringworm, head lice, impetigo, pink eye (conjunctive) and strep throat will be readmitted with a doctor's note 24 hours after treatment has been started.

Chicken pox: Children are to remain at home at least six (6) days after the onset of rash. A doctor's note is required for readmission.

- Under no circumstances may a parent/guardian bring a sick child to school.
- Children who show signs of illness or are unable to participate in the normal daily routine must remain home. (See **Symptoms Requiring Removal from Class** below.) Sick children can expose other children and staff to illness, which may disrupt classrooms and families. Your cooperation is essential in maintaining a healthy environment.
- If a child becomes ill during the school day, parents/guardians will be contacted and are expected to pick up their child within **one hour (60 minutes)**. If a parent/guardian cannot be reached or does not arrive within that time, the emergency contact person will be called. If a child reports feeling unwell during the day, the parent/guardian will be notified.

Symptoms Requiring Removal from School

A child will be excluded from school for any of the following:

- **Fever:**
 - 100°F or higher (under the arm)
 - 101°F or higher (oral)Children must be fever-free for **at least 24 hours** *without the use of fever-reducing medication* (e.g., Tylenol®) before returning.
- Fever accompanied by sore throat, rash, diarrhea, earache, irritability, or confusion
- **Diarrhea:** Runny, watery, or two or more loose stools within two hours
- **Vomiting:** One or more episodes in a 24-hour period
- Severe irritability, persistent crying, or a need for care that compromises the safety and supervision of other children
- Breathing difficulties, severe sore throat, swollen glands, loss of voice, or persistent/hacking cough

COVID-19 Guidance (Updated February 2023)

Children who test positive for COVID-19 may **ONLY** return to school:

- After **5 days of isolation**, returning on Day 6 if symptoms are improving and they are fever-free without medication
- A mask should be worn through Day 10 after symptom onset or positive test
- Masks may be removed earlier if the child has **two negative rapid tests taken 48 hours apart**

Communicable Conditions

Children with frequent scratching of the body or scalp, lice, rashes, or symptoms of communicable diseases (e.g., ringworm, impetigo) must provide a **doctor's note** before returning to school.

Reminders

1. Prevention is the best form of intervention. Parents, children and staff can never wash their hands too often, especially before eating, after changing soiled clothes, helping with toileting, wiping noses, helping with toys that has been in a child's mouth, and when a known case of infection exists.

2. A doctor's note is required when your child is absent from school because of illness three (3) days consecutively.

HEAD START

Lateness Procedure

Parents please understand the importance of bringing and picking up their children in a timely manner. If there are any special circumstances, which may prohibit you from bringing or picking up your child on time it must be reported to the office. This procedure will help us to maintain a positive and entrusting relationship amongst the child, parent and center.

THE LATEST A CHILD CAN BE DROPPED OFF WILL BE 9:00AM. LATENESS WILL NOT BE ACCEPTABLE. NO CHILD WILL BE ACCEPTED WITHOUT A DOCTOR'S NOTE OR AN ACCEPTABLE EXCUSE.

It is necessary that a parent/guardian can be contacted during the day. Make sure that the information in your child's file is updated and all the telephone #'s are active. Also make sure that the persons you designated as an emergency contact has agreed to pick up your child in your absence.

Please make a note that anytime you or your emergency contact person have not arrived and cannot be contacted your child may be taken to the police station

HEAD START

Lost Child /Critical Incident Response Policy

The safety of the children in our care is top priority for our agency. Although, precautions and prevention measures have been put in place, situations may arise in which a critical incident may require immediate action. In the event of: (1) lost child, (2) death of a child (inside or outside of the agency), (3) broken bones, and (4) any incident requiring stitches, please refer to the corresponding agency policies.

Procedures for Reducing Risk of Missing Children

During Program Day

- Parents follow procedures set in place for Walk-In children as well as Bus children. Parents walk children to class and sign them in.
- During breakfast family service will take attendance by roll call. Family service will then call any absent children, and record why the child is absent. Family service enters attendance into Child Plus, where records can be generated upon request.
- Staff follow the safety procedures of attendance and counting children.
- Upon leaving the classroom and returning to the classroom for outdoor play or any other event, attendance is documented on a roster using name to face head counts.
- All classroom doors are to be kept closed to ensure children do not leave the room.
- Staff follows procedures set in place for Sign In and Sign Out of children. Parents sign out children in the family service office.
- An updated list of Walk-In and bus children are maintained in the classroom and in the family service office.
- Visitors, parents, and special event individuals MUST sign the visitor log book.
- The correct adult child ratio will be maintained throughout the school day.

During School Trips

- All staff participating in the trip will participate in the Trip Plan Procedure Policy review. A Trip Planner will be reviewed and adhered to by all staff attending the trip.
- Teachers will provide children with tags worn around neck with contact information for the program.
- Teaching Staff will prepare the Chaperone Sheet and make a copy for the Education Director.
- The Education Director is the lead person for all classrooms on the school trip, unless otherwise stipulated.
- The Head Teacher is the lead person for the class on any trip.
- When on a trip, the class will travel together, along with chaperones at all times. Where possible classrooms will combine to ensure safety.
- Staff will count children using name to face headcounts before leaving classroom, when at the school bus, when on the bus, upon departing the bus, prior to leaving an area on the trip, arriving to a new area, upon preparing to go on the bus, when at the bus to depart, when on the bus, when they depart the bus as they arrive at the school and finally when in the classroom.

Lost Child Protocol

In the unlikely event that a child goes missing, the **sign-in register must first be checked** to ascertain whether or not the child was signed out of the Center. The **child's parent/guardian is to be notified** and all available members of staff will be instructed to **conduct a search** of the premises or area where the child was last seen. The search party shall consist of persons who are not needed to maintain the required staff to child ratio, and may be drawn from administrative, teaching and custodial staff, along with parent volunteers. The names and telephone numbers of all persons in the search party shall be recorded by the director(s).

If the child becomes **lost in a public place such as a park**, subway or on a bus, the **staff in such an establishment shall be alerted** to give aid and advice. After ten (10) to fifteen (15) minutes have elapsed and the child's whereabouts are not determined, the Program Director will contact 911 immediately, New York City Department of Health and Mental Hygiene (DOHMH), SCR and the Office of Head Start (OHS) within 24 hours. In the unlikely event that the Program Director is unable to make contact the Education Director will reach out to third party entities listed above on behalf of the agency.

Measures at the Cessation of Search

Once the child has been found, the Education Director along with the child's classroom teacher will make an assessment of the child's wellbeing. The assessment will include:

- The need for treatment for any perceived injury
- Determination for medical intervention
- Investigation of where the child may have been
- Investigation of what may have happened to the child while unsupervised

Once this assessment is completed and the child does not have any emergency need, the child will be returned to his/her supervision of class teacher. If the child's class has returned to the center, the child will remain with the Education Director and classroom teacher. Once the child has been returned to the group, the Education Director will call the Director and provide a report of the assessment.

In the event the child is not found prior to the end of school day, the Director under the supervision of Richmond University Medical Center's administrators will determine the next plan of action which could include but not limited to keeping the center open with essential staff and working with the police department and parents to continue the search for the child.

PROCEDURE FOR DOCUMENTING THE INCIDENT

A designated **director** shall be responsible for **documenting the event** and generating a report. A copy of such report shall be made available to the police, DOHMH, SCR and OHS, and the parent/guardian if so requested. The reports shall be created on the day of the incident or at the earliest date thereafter, not exceeding two (2) days after the incident.

Death of a Child (inside or outside the agency)

In the unlikely event that a child dies while in custody of Staten Island Head Start or in the custody of their parent/guardian, Staten Island Head Start will contact DOHMH, SCR and OHS within 24 hours. In the unlikely event that the Program Director is unable to make contact, the Education Director will reach out to third party entities listed above on behalf of the agency.

Broken Bones and any incident requiring stitches

In the unlikely event that a child incurs broken bones or needs to have stitches for any reason Staten Island Head Start or in the custody of their parent/guardian, Staten Island Head Start will contact DOHMH, SCR and OHS within 24 hours. In the unlikely event that the Program Director is unable to make contact, the Education Director will reach out to third party entities listed above on behalf of the agency.

HEAD START

PARENT/LEGAL GUARDIAN CODE OF CONDUCT REQUIREMENT

As a parent/legal guardian of a child enrolled in Staten Island Head Start, you are expected to follow the rules and guidelines listed below.

- **P**romote the emotional and physical well-being of the children.
- **P**rovide support for children, teachers, parents, and administrators to provide a positive experience for all.
- **T**reat all children, teachers, officials, parents, and administrators with respect regardless of race, creed, color, sex or ability.
- **T**reat all children, teachers, officials, parents, and administrators with dignity and in language, attitude, behavior, and mannerisms.

If any parent is involved in any of the following acts:

- making physical contact with a child, teacher, official, parent or administrator
- taunting or **threatening** children, teachers, officials, parents or administrators
- using profane and/or vulgar language or mannerisms
- defacing or damaging property belonging to children, teachers, officials, parents or administrators
- being involved in any activity that would warrant the summoning of law enforcement officials
- inciting any person(s) to become involved in any of the above-listed behaviors and any other conduct that is not in compliance with the mission of Staten Island Head Start will result in termination from the program.

HEAD START

Pick-up/Drop Off Procedure

ESCORTS: Parents, designated persons (sixteen) 16 years of age or older must escort your child to and from the center.

FOR YOUR CHILD'S PROTECTION:

1. Bring your child directly to the classroom, greet the staff and sign the escort book. Under no circumstances should you leave your child at the door of the classroom or send your child to the classroom alone!
2. When sending someone else to drop off or pick- up your child, please make them aware that they must sign the escort book.
 - **Whoever brings the child/ren to school in the morning must sign the child/ren in inside the classroom with their full name, signing in as MOM OR DAD is not sufficient**
3. Parents/Guardians will be required to give a list of people who they give permission to pick up his/her child in the event that they are unable to do so. ***Under no circumstances will any child be released to anyone whose name is not approved by a parent/guardian on the escort form.***
 - **Whoever comes to pick up the child/ren in the evening must sign the child/ren out inside the Family Service office in order to receive the pass to present to the teacher. If the parent or escort does not present the pass to the teacher the child will not be released to that person.**
4. Staten Island Head Start will assume no responsibility for the child before entering the building, or after the child has left the premises. All escorts must be documented in the child's file. In the event that you or your pick up person is going to be late for pick up, please give the center a courtesy call so that we will know the circumstances surrounding your lateness.

HEAD START

Protections of the Privacy of Child Records

Policy

Personally Identifiable Information (PII)

- **POLICY**

The integrity and security of children's records is a core responsibility for Staten Island Head Start. All of the children's files are kept in locked files to maintain confidentiality.

- **PURPOSE**

The children's records are the property of Staten Island Head Start and are maintained for the benefit of the children, our licensing agency and funding agency. It is the responsibility of Staten Island Head Start to safeguard the information in the record against loss, defacement, tampering, or use by unauthorized persons.

- **PROCEDURE**

Written consent is required by the parent before the program may disclose personally identifiable information (PII) from child records when applicable.

1. ***Disclosure without parental consent but with parental notice and opportunity to refuse.*** The program notifies the parent about the disclosure and we provide the parent, upon the parent's request, a copy of the PII from child records to be disclosed in advance, and we give the parent an opportunity to challenge and refuse disclosure of the information in the records, before the program forwards the records to officials at a program, school, or school district in which the parent seeks or intends to enroll their child so long as the disclosure is related to the child's enrollment or transfer.
2. ***Disclosure without parental consent.***
 - The program is not required to receive consent from parents when sharing information with personnel within the program or with person(s) who are acting on the behalf of the program, such as contractors and sub recipients, if the person(s) are providing services for which the program would otherwise use employees. Staten Island Head Start maintains total oversight with respect to the use, further disclosure, and maintenance of child records.
 - When sharing information with officials from a federal or state entity, in connection with an audit or evaluation of education or child development programs, or for enforcement of or compliance with federal legal requirements of the program; provided the program maintains oversight with respect to the use, further disclosure, and maintenance of child records, such as through a written agreement, including the destruction of the PII when no longer needed for the purpose of the disclosure, except when the disclosure is specifically authorized by federal law.
 - When sharing information with the federal or state entity, to conduct a study to improve child and family outcomes, including improving the quality of programs, for, or on behalf of, the program.
 - When sharing information with 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, if the program determines that disclosing the PII from child records is necessary to protect the health or safety of children or other persons.

- When complying with a judicial order or lawfully issued subpoena, provided the program makes a reasonable effort to notify the parent about all such subpoenas and court orders in advance of the compliance therewith, unless the court has ordered that the information not be disclosed
- When a parent is a party to a court proceeding directly involving child abuse and neglect or dependency matters, and the court order issued states it within the context of that proceeding.
- If the program initiates legal action against a parent or a parent initiates legal action against the program, then we may disclose to the court, also without a court order or subpoena, the child records relevant for the program to act as plaintiff or defendant.
- When an authorized representative from the Food and Nutrition Service to conduct program monitoring, evaluations, and performance measurements for the Child and Adult Care Food Program (CACFP)
- When providing information to a caseworker or other representative from a state, local, child welfare agency, who has the right to access a case plan for a child who is in foster care placement, when such agency is legally responsible for the child's care and protection,
- When sharing information with appropriate parties in order to address suspected or known child maltreatment and it is consistent with applicable federal, state, local laws on reporting child abuse and neglect.

HEAD START

Transition Procedure

Children experience several transitions during their time at Head Start. A child may be attending school for the first time, transferring to a new classroom or leaving the Head Start Program to attend Kindergarten. These transitions can be stressful to a child and their family. The following are the ways in which Head Staff assist both children and families with these transitions.

Transition into Early Head Start

1. Children, whose Parents/Guardians have applied to enroll them into an **Early Head Start** classroom will have an opportunity to participate in classroom experiences for approximately 60 minutes, based on their ability, 10:30am – 11:30am, known as the “Early Taste of Head Start.”
2. Teachers and Family Advocates meet with parents virtually to begin the home to school connection.
3. Parents are invited to attend a virtual Parent Orientation to learn about our program, so they can be involved in every step of the transition planning for their child.
4. Children transition for five (5) half days to support their adjustment into school.
5. Teachers create lesson plans that reflect the need for children to adjust to school and learn the daily routine.

Transition from Early Head Start

To ensure the most appropriate placement following participation in Early Head Start, at least six months prior to each child’s third birthday, SIHS/EHS begins the transition process. We take into account the unique strengths and needs of the child, the current and changing family circumstances and the availability of Head Start. SIHS/EHS transitions the child into Head Start as soon as possible after the child’s third birthday but permits the child to remain in Early Head Start for additional months following the child’s third birthday if necessary for an appropriate transition.

Children experience several transitions during their time at Head Start. A child may be attending school for the first time, transferring to a new classroom or leaving the Head Start Program to attend Kindergarten. These transitions can be stressful to a child and their family. The following are the ways in which Head Staff assist both children and families with these transitions.

Transition into Head Start and from within

1. Children, whose Parents/Guardians have applied to enroll them into a **Head Start** classroom will have an opportunity to participate in classroom experiences for approximately 75 minutes, based on their ability, from 9:15am-10:30am or from 10:30am – 11:45am, known as the “Taste of Head Start.”
2. Teachers and Family Advocates meet with parents virtually to begin the home to school connection.
3. Parents are invited to attend a virtual Parent Orientation to learn about our program, so they can be involved in every step of the transition planning for their child.
4. Children are transitioned with two (2) half days to support their adjustment into school.
5. Teachers create lesson plans that reflect the need for children to adjust to school and learn the daily routine.
6. Children that transfer from one Head Start classroom to another Head Start classroom visit teachers and become acquainted with the classroom environment

Transition from Head Start to Kindergarten:

1. Transition workshops are held to help educate parents in a positive way to exercise their rights and responsibilities concerning the education of their children in Kindergarten, including services and supports

available to children with disabilities and various options for their child to participate in language instruction educational programs.

2. Family Advocates assist parents with the kindergarten registration process in.
3. Head Start staff support the families for those children with IEP's going through the Turning 5 Committee.
4. We also help parents in the ongoing communication with teachers and other school personnel so that they can participate in decisions related to their children's education.
5. Teachers will create lesson plans that reflect the transition to kindergarten including discussing going to a new school, making new friends and having new teachers.

Head Start begins preparing children for kindergarten from the time children enter our program until graduation day. We use a research based curriculum called High Scope. High Scope's active learning model provides inclusive experiences for children with and without disabilities, allowing children at all levels to succeed. Aligned with High Scope curriculum we have an ongoing assessment tool called the Child Observation record (COR). The COR data is analyzed three times per year by our School Readiness Team to look at the trends in our program. This team allows us to review the data to ensure we the Common Core Standards and Key Developmental Indicators along with the Head Start Frame work are met in our classrooms.



ERSEA Parent Training

Eligibility, Recruitment, Selection,
Enrollment, and Attendance

Head Start / Early Head Start Program



Purpose of the Training



- To help parents understand the ERSEA process and how it ensures Head Start serves the children and families most in need.
- Parents play an important role in recruitment, enrollment, and attendance success.



Eligibility



- Determines who qualifies for Head Start services:
- Automatically eligible: foster children, homeless, TANF, or SSI recipients.
- Based on federal income guidelines and family circumstances.
- Up to 10% may be over-income if need is demonstrated.
- Parent Role:
 - Provide accurate documentation.
 - Notify staff of any family changes.



What is ERSEA?

- ERSEA stands for:
 - Eligibility
 - Recruitment
 - Selection
 - Enrollment
 - Attendance



These components ensure our program meets federal requirements and supports children's long-term success.

Selection

- Determines which children are selected based on greatest need.
- Uses a Selection Criteria Point System.
- Considers income, special needs, homelessness, and other factors.
- Parent Role:
 - Understand that selection is fair and based on need.
 - Participate in Policy Council discussions.

The following is the selection criteria to be considered for enrollment into the Head Start-Early Head Start program. Families will receive a status number according to the category selected for the family's income and needs. Additional status numbers are given in order to prioritize the status of each family. The family's information is placed in Child Plus where it is maintained on a well-organized waiting list.

The Priority status is given numbers on a scale and additional numbers will be given to each child that falls under multiple priority subscales.

Priority Status 1 (70 Points)

- Children 2 – 4 years of age
- Homeless

Priority Status 2 (40 Points)

- TANF/SSI
- Foster Care
- Active Military
- Native American Tribes
- Preventive Care Services
 - ACS referrals
 - Agency for preventive care referrals
 - Parent/Child in crisis

Priority Status 3 (30 Points)

- Children with Special Needs
 - Children with Special Needs are children that receive an IEP and qualify for this agency to be their mandated Least Restrictive Environment (LRE) and are in need of Special Education Services and/or related services
- Teenage Mothers

Priority Status 4 (20 Points)

- Pregnant mothers
- Single parents
- Grandparents with guardianship
- Parents or guardians continuing education
 - ESL
 - College Education
 - WEP
 - GED

Priority Status 5 (10 Points)

- Families who are over income (10% of families are accepted into the program if they are over income, according to the selection criteria's needs and status number)

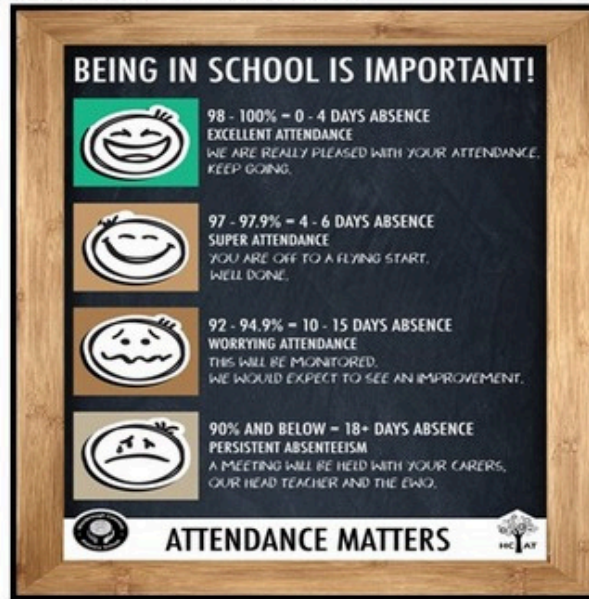


- Recruitment ensures outreach to families who can benefit from services.
- Year-round outreach through events, flyers, and partnerships.
- Parent Role:
 - Share information about Head Start in your community.
 - Be an ambassador for the program!



Attendance

- Regular attendance is essential for success.
- Chronic absenteeism = missing 10% or more of program days.
- Absence for 5 consecutive days without contact may lead to withdrawal.
- Parent Role:
 - Ensure your child attends daily.
 - Notify staff of absences.
 - Work with staff to resolve attendance barriers.



Enrollment

- Families must complete the enrollment process to begin services.
- Submit all documents before the child's first day.
- Maintain full enrollment year-round.
- Parent Role:
 - Complete forms promptly.
 - Attend orientation.
 - Keep contact info updated.



Why ERSEA Matters



- ERSEA ensures:
 - The program serves families most in need.
 - Federal and local accountability.
 - Equitable access for all.
 - Consistent services and stable classrooms.



Maintaining Full Enrollment



- Head Start must maintain 100% enrollment.
- Vacancies filled within 30 days.
- Helps ensure continued program funding.
- Parent Role:
 - Communicate early if you plan to move or withdraw.
 - Encourage other families to apply.



Parent Involvement Opportunities



- Parents can:
 - Join Policy Council.
 - Volunteer for outreach and recruitment.
 - Support attendance initiatives.
 - Share feedback to strengthen our program.

Parent Involvement

believe
necessary
important
crucial
smart
communicate
reading
counting
vital
must have
volunteer
needed
needed
wanted

Closing Message

- Head Start is a partnership between families and staff.
- Together, we ensure every child has the best possible start toward lifelong success!

The End

Staten Island Head Start

September 2025–August 2026 (United States)



September 2025

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025

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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025

S	M	T	W	T	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026

S	M	T	W	T	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026

S	M	T	W	T	F	S
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29	30	31				

April 2026

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26	27	28	29	30		

May 2026

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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Staten Island Head Start

September 2025–August 2026 (United States)



Sep 1, 2025	• Labor Day	Jan 1, 2026	• New Year's Day	Apr 17, 2026	• Spring Break	Aug 6, 2026	• Home Visits
Sep 2, 2025	• Professional Development	Jan 19, 2026	• Martin Luther King Jr. Day	May 5, 2026	• Cinco de Mayo	Aug 7, 2026	• Home Visits
Sep 3, 2025	• First Day of School	Jan 30, 2026	• Professional Development	May 10, 2026	• Mother's Day	Aug 10, 2026	• Summer Break
Sep 11, 2025	• Columbus Day	Feb 14, 2026	• Valentine's Day	May 25, 2026	• Memorial Day	Aug 11, 2026	• Summer Break
Oct 24, 2025	• Professional Development	Feb 16, 2026	• Presidents' Day	May 25, 2026	• Memorial Day	Aug 12, 2026	• Summer Break
Oct 31, 2025	• Halloween	Feb 17, 2026	• Parent Teacher Conference	Jun 14, 2026	• Flag Day	Aug 13, 2026	• Summer Break
Nov 4, 2025	• Election Day	Feb 18, 2026	• Parent Teacher Conference	Jun 19, 2026	• Juneteenth	Aug 14, 2026	• Summer Break
Nov 11, 2025	• Veterans Day	Feb 19, 2026	• Parent Teacher Conference	Jun 19, 2026	• Juneteenth - School Closed	Aug 17, 2026	• Summer Break
Nov 21, 2025	• Professional Development	Feb 20, 2026	• Professional Development	Jun 21, 2026	• Father's Day	Aug 18, 2026	• Summer Break
Nov 27, 2025	• Thanksgiving Day	Mar 13, 2026	• Professional Development	Jun 22, 2026	• Parent Teacher Conference	Aug 19, 2026	• Summer Break
Nov 28, 2025	• Black Friday	Mar 17, 2026	• St. Patrick's Day	Jun 23, 2026	• Parent Teacher Conference	Aug 20, 2026	• Summer Break
Nov 28, 2025	• Thanksgiving Day	Mar 20, 2026	• Eid-School Closed	Jun 24, 2026	• Parent Teacher Conference	Aug 21, 2026	• Summer Break
Dec 24, 2025	• Christmas Eve	Apr 3, 2026	• Professional Development	Jun 25, 2026	• Parent Teacher Conference	Aug 24, 2026	• Ms. Lucy Birthday
Dec 24, 2025	• Professional Development	Apr 5, 2026	• Easter Sunday	Jun 26, 2026	• Professional Development	Aug 24, 2026	• Professional Development
Dec 25, 2025	• Christmas Day	Apr 6, 2026	• Easter Monday	Jul 3, 2026	• Independence Day' day off	Aug 25, 2026	• Professional Development
Dec 26, 2025	• Winter Break	Apr 13, 2026	• Spring Break	Jul 3, 2026	• 4th of July	Aug 26, 2026	• Professional Development
Dec 29, 2025	• Winter Break	Apr 14, 2026	• Spring Break	Jul 4, 2026	• Independence Day	Aug 27, 2026	• Professional Development
Dec 30, 2025	• Winter Break	Apr 15, 2026	• Tax Day	Aug 3, 2026	• Home Visits	Aug 28, 2026	• Professional Development
Dec 31, 2025	• New Year's Eve	Apr 15, 2026	• Spring Break	Aug 4, 2026	• Home Visits		
Dec 31, 2025	• Winter Break	Apr 16, 2026	• Spring Break	Aug 5, 2026	• Home Visits		

Staten Island Head Start

16 Osgood Ave, Staten Island, NY 10304

SCHOOL UNIFORM INFORMATION

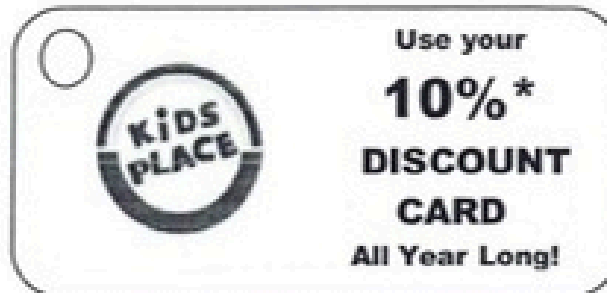
Dear Parents,

As we prepare for the exciting upcoming school year, we have selected, **The Uniform Shop @ Kids Place** to be one of our school's vendors for high quality uniforms! This provider is able to carry a variety of our items at their store. All students purchasing new uniform items for the 2023-2024 school year, can do so through **The Uniform Shop @ Kids Place** located at 1541 Forest Avenue, Unit #16, Staten Island, NY 10302. (near TJ Maxx)

Girls Uniform Description:	Price Ranges*
Red Short/Long Sleeve Polo Shirt	\$9.99 - \$13.99
Navy Blue Pants	\$12.99 - \$19.99
Navy Blue Pull On Pants	\$12.99 - \$19.99
Navy Blue Skorts	\$11.99 - \$16.99
Navy Blue V-Neck Sweater	\$29.99
Nylon Knee-Hi	\$1.99 - \$4.99
Cable Knee-Hi	\$1.99 - \$4.99
Nylon Tights	\$2.99
Cable Tights (Orlon)	\$3.99
Screen Printed Logo on Uniforms	\$3.99

Boys Uniform Description:	Price Ranges*
Red Short/Long Sleeve Polo Shirt	\$9.99 - \$13.99
Navy Blue Pants	\$12.99 - \$19.99
Navy Blue Pull On Pants	\$12.99 - \$19.99
Navy Blue Shorts	\$11.99 - \$16.99
Navy Blue V-Neck Sweater	\$29.99
3 pk Socks	\$3.99 and up
Belts	\$3.99 and up
Screen Printed Logo on Uniforms	\$3.99

Play Wear – Boys and Girls:	Price Ranges*
Red T-Shirts w/ logo	\$7.99
Navy Blue Sweat Shirt w/ logo	\$18.99
Navy Blue Sweat Pant w/ logo	\$18.99



* Discount not applicable to sale items
 * Prices vary based on the brand and size of merchandise
 * Prices based mainly on French Toast Uniforms
 * Prices updated as of 3/2023

Uniform Emblem
 Staten Island Head Start logo should be on all polo shirts. Each Screen Print logo costs an additional \$3.99



Uniforms are available at
The Uniform Shop @ KIDS PLACE

1541 Forest Avenue, Unit 16 in Staten Island
 (near TJ Maxx)

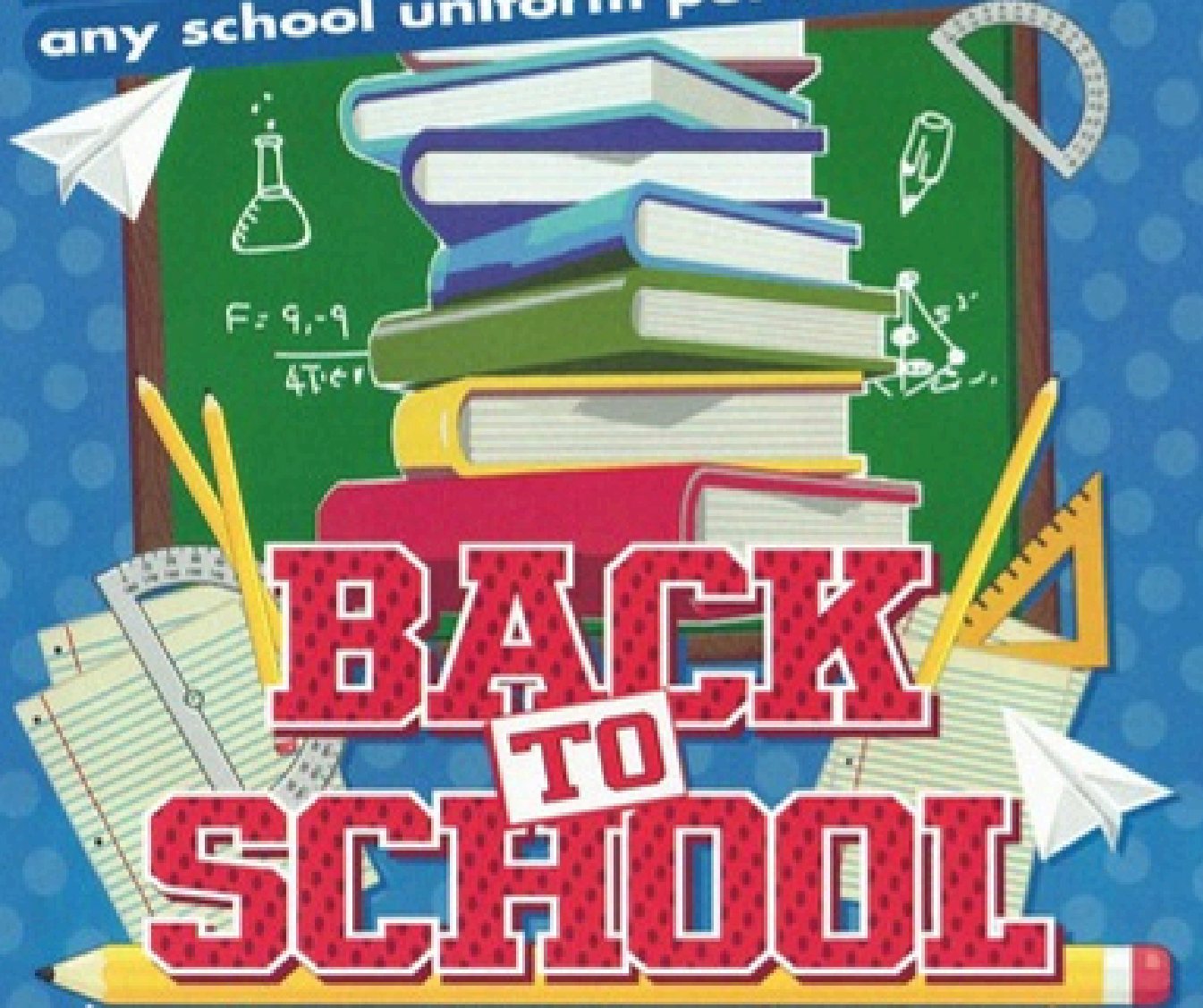
Store Hours
 Monday- Saturday 10am - 7pm
 Sunday 11am - 6pm
 All Major Credit Cards are accepted.
 (Layaways are available)

Shop online @
<https://kplaceuniformshop.com/>

Visit us on Facebook 
[theuniformshopatkidsplace](https://www.facebook.com/theuniformshopatkidsplace)

THE UNIFORM SHOP @ KIDS PLACE @ **KIDS PLACE**

20% OFF
 any school uniform purchase *see back for details

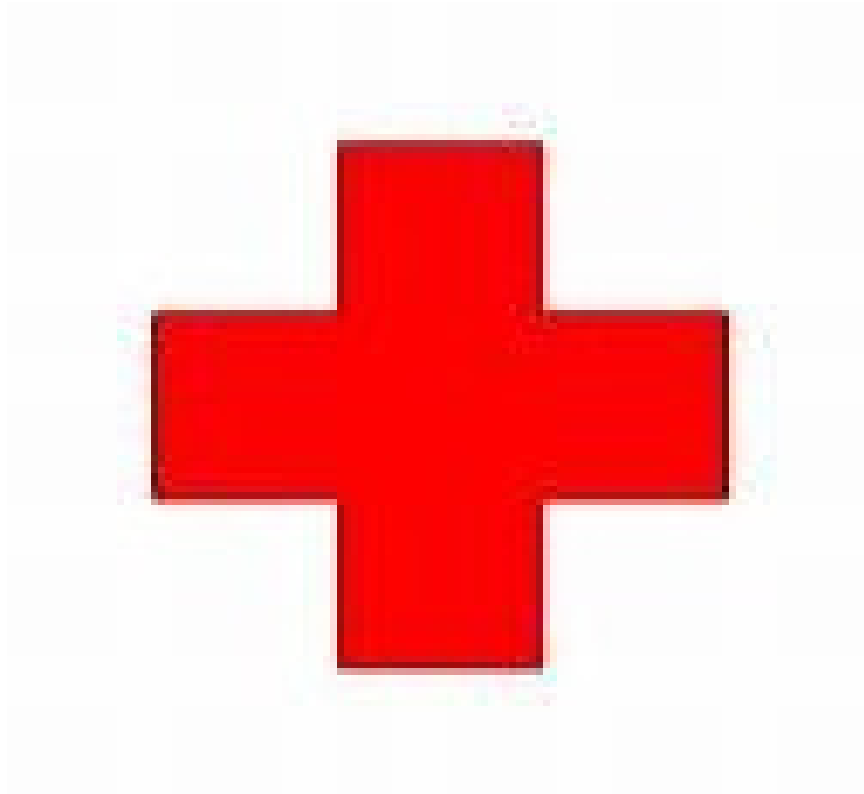


311 Ferry St. • Newark NJ 07105 (near New Seabra Foods)
 126 Broad St. • Elizabeth NJ 07201 (near Train Station)
 1507 Forest Ave. • Staten Island NY 10302 (near TJ Maxx)
 6509 18th Ave. • Brooklyn NY 11204 (Corner of 65th St.)
 589 E. 138th Street • Bronx NY 10454 (near Dollar Tree)



Emergency Telephone Numbers

Números de Teléfono de Emergencia



Port Richmond Site

Police / Fire Department – Policía / Bomberos.....911

Local Police Precinct - Precinto de Policía Local..... 718-697-8700

120 Precinct – 970 Richmond Avenue

Fire Department – Bomberos 718- 999-2000

Local Engine 158 – 65 Harbor Road

Hospital 718-226-2000

Staten Island University Hospital- 375 Seguine Ave

Poison Control – Centro de Toxicología 212-764-7667

Child Abuse – Abuso Infantil1-800-342-3470

Department of Health & Mental Hygiene – Departamento de Salud y Salud Mental (DOH) 646-632 - 6347

Cassidy Site

Police / Fire Department – Policía / Bomberos 911

Local Police Precinct - Precinto de Policía Local...718-697-8700

120 Precinct – 970 Richmond Avenue

Fire Department – Bomberos718-999-2000

Local Engine 155 – 14 Brighton Ave

Hospital718-818-4066

Richmond University Medical Center (RUMC) 355 Bard Ave

Poison Control – Centro de Toxicología..... 212-764-7667

Child Abuse – Abuso Infantil1-800-342-3470

Department of Health & Mental Hygiene – Departamento de Salud y Salud Mental (DOH)646-632 - 6347

Dongan Hills Site

Police / Fire Department – Policía / Bomberos911

Local Police Precinct - Precinto de Policía Local .. 718-667-2211

122 Precinct – 2320 Hylan Blvd

Fire Department – Bomberos718-999-2000

Local Engine 159 – 1592 Richmond Road

Hospital 718-226-9000

Staten Island University Hospital (SIUH) 475 Seaview Avenue

Poison Control – Centro de Toxicología..... 212-764-7667

Child Abuse – Abuso Infantil1-800-342-3470

**Department of Health & Mental Hygiene – Departamento de Salud y Salud
Mental (DOH)646-632 - 6347**

Osgood Site

Police / Fire Department – Policía / Bomberos911

Local Police Precinct - Precinto de Policía Local...718-697-8700

120 Precinct – 970 Richmond Avenue

Fire Department – Bomberos 718-494-4253

Local Engine 153 – 74 Broad Street

Hospital718-818-4066

Richmond University Medical Center (RUMC) 355 Bard Ave

Poison Control – Centro de Toxicología..... 212-764-7667

Child Abuse – Abuso Infatil1-800-342-3470

**Department of Health & Mental Hygiene – Departamento de Salud y Salud
Mental (DOH)646-632 - 6347**



Thank You!

