



Anchorage
School District



KCI & ASD PARENT HANDBOOK

2022-2023

*Part Day Head Start – Creekside Park, Gladys Wood,
North Star, & Willow Crest Centers*

WELCOME TO HEAD START

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WELCOME TO HEAD START

Dear Parents and Guardians:

Welcome to Kids' Corps Head Start and the Anchorage School District! We are excited to have your child enrolled in our program. We look forward to working with you to make sure your child learns and grows in a safe, nurturing environment.

Our Kids' Corps/ASD classrooms provide high quality Head Start services in a public school setting. The classroom teacher is hired by the Anchorage School District and all other regular staff are Kids' Corps employees. We recognize that you are your child's first and best teacher, so our doors are always open to you and your family.

Head Start is not just for children; it's for parents and other important adults too! Parenting during the Covid 19 pandemic has been especially challenging for the past few years. We are here to support you as a parent or guardian and as an individual with your own goals for your development and education. By working together, we can make sure your child is successful in school and life.

Thank you for enrolling your child in the Kids' Corps/Anchorage School District Head Start program. We hope that you and your child enjoy a year of learning and discovery with us.

Sincerely,

Dirk Shumaker

Executive Director

KIDS' CORPS, INC. MISSION STATEMENT

"We provide a head start to families with children who need it most."

OUR PRIMARY GOAL AT KIDS' CORPS IS TO...

...promote school readiness and family well-being by providing a comprehensive program that fosters sound growth and development.

OUR PHILOSOPHY

- Help each child to achieve school readiness by supporting good health and nutrition and sound physical, cognitive, language, social and emotional development
- Assure all enrolled families have access to all services
- Embrace the diversity and uniqueness of the children and families we serve
- Encourage each family to engage in Head Start and Early Head Start
- Keep families at the center of decision making for their children
- Help families help themselves
- Engage the community to develop resources that promote the healthy growth and development of young children who live in poverty
- Provide a high-quality program by using resources effectively and responsibly

CENTERS & LOCATIONS

Kids' Corps, Inc. (KCI) and the Anchorage School District (ASD) provide Head Start services at four locations in Anchorage:

NORTH STAR CENTER

605 West Fireweed Lane, Anchorage, AK 99503 Phone # 742-3800 / Fax # 742-3822

Principal: TBD. **Program Option:** Part-Day program for children who are 4 years old on or before September 1, 2022. **Hours of Operation:** Monday – Friday, 11:30 a.m. to 3:30 p.m., August – May.

Classroom Capacity: 17 children. **No fees / No bus service.**

CREEKSIDE PARK CENTER

7500 East 6th Avenue, Anchorage, AK 99504 Phone # 742-1550 / Fax # 742-1577

Acting Principal: David Christal. **Program Option:** Part day program for children who are 4 years old on or before September 1, 2022. **Hours of Operation:** Monday – Friday, 11:30 a.m. to 3:30 p.m., August – May.

Classroom Capacity: 17 children. **No fees / No bus service**

GLADYS WOOD CENTER

7001 Cranberry Street, Anchorage, AK 99502 Phone # 742-6760 / Fax # 742-6779

Acting Principal: Nick Straw. **Program Option:** Part day program for children who are 4 years old on or before September 1, 2022. **Hours of Operation:** Monday – Friday, 11:30 a.m. to 3:30 p.m., August – May.

Classroom Capacity: 17 children. **No fees / No bus service.**

WILLOW CREST CENTER

1001 West Tudor Road, Anchorage, AK 99503 Phone # 742-100 / Fax # 742-1044

Principal: Raymond Marshall. **Program Option:** Part day program for children who are 4 years old on or before September 1, 2022. **Hours of Operation:** Monday – Friday 11:30 a.m. to 3:30 p.m., August – May.

Classroom Capacity: 17 children. **No fees / No bus service.**

CENTERS & LOCATIONS

Teacher:

Assistant Teacher:

Family Advocate:

Center Director:

KCI SUPPORT STAFF

Administrative Building
Located at 101 Davis Street
279-2021

Executive Director	Dirk Shumaker
Human Resources Manager	Katrina Ahlfield
Bookkeeper	Joishua Lau
Administrative Specialist	Jennifer McClure

Located at East Center
3710 E. 20th, Suite 2
272-0133

Education Manager	Charles Freeman
Family Services and Health Manager	Rachel Schafer
Deputy Manager	Steffi Redhead
Family Services Coordinator	Freddy Camarena
Disabilities & Mental Health Coordinator	Krystyna Cullom
Child Development Assistant	Amanda Fieldhouse
Child Development Assistant	Alejandra Torres
Health & Nutrition Coordinator	Ayla Haulbrook
Health Assistant	Nou Her
Administrative Assistant	Nina Saechao
Enrollment Specialist	Miriam Vazquez-Mateo

ASD SUPPORT STAFF

Located at 5530 E. Northern Lights Blvd., Preschool Office
742-4140

Title I Director	Glen Nielsen
Preschool Director	Chelsea Mauro

PART DAY HEAD START

CLASS DAYS:	Monday – Friday
	Class is 4 hours
CLASS HOURS:	11:30 a.m. to 3:30 p.m.
HOME VISITS:	Two (2) Education Home Visits
	Two (2) Parent/Teacher Conferences
PROGRAM YEAR:	August 25, 2022, through May 23, 2023

2022 – 2023 SCHEDULE

First Day of Classes—August 25, 2022 ♦ Last Day of Classes—May 23, 2023

CLOSURE DATES

September 5, 2022	Labor Day Holiday – NO CLASSES
October 21, 2022	In-Service – NO CLASSES
October 26, 27, & 28, 2022	Parent/Teacher Conferences NO CLASSES
November 8, 2022	In-Service – NO CLASSES
November 11, 2022	Veteran’s Day – NO CLASSES
November 24 & 25, 2022	Thanksgiving Holiday – NO CLASSES
December 22, 2022	In-Service – NO CLASSES
December 23, 2022 through January 6, 2023	Winter Break NO CLASSES – CLASSES RESUME JANUARY 9
January 16, 2023	Martin Luther King’s Birthday NO CLASSES
February 20, 2023	President’s Day – NO CLASSES
February 22, 23, & 24, 2023	Parent/Teacher Conferences NO CLASSES
March 10, 2023	In-Service – NO CLASSES
March 13 – 17, 2023	Spring Break – NO CLASSES
May 23	Last Day of Classes

PART DAY HEAD START

FEDERAL INCOME GUIDELINES FOR ALASKA 2022

Family Size	Maximum Income
1	\$16,990
2	\$22,890
3	\$28,790
4	\$34,690
5	\$40,590
6	\$46,490
7	\$52,390
8	\$58,290

- Families with more than 8 members, add \$5,900 for each additional member.
- ATAP recipients and foster children are automatically income eligible.
- A limited number of families may be over income.

ENROLLMENT INFORMATION

Non-Discrimination Statement

Kids' Corps, Inc. and ASD will not discriminate in enrollment with regard to religion, marital status (or changes in marital status), pregnancy, sex, color, race, or national origin of children and their families.

Steps to Enrollment

Submit KCI/ASD Enrollment Application with:

1. Child's Birth Certificate
2. Income Verification for Family

If eligible, the following health items are required by municipal licensing code before a child may attend class:

1. Current Physical Examination (within one year)
2. Current Immunization Record
3. Proof of Residency

Head Start Performance Standards require children to receive a dental exam within 90 Days of enrollment.

GENERAL INFORMATION

OPEN DOOR POLICY

Parents and guardians are encouraged to visit their child's school any time to observe or participate in activities.

INSURANCE

KCI Head Start carries liability insurance from Markel Insurance Corporation.

POLICIES AND/OR PROCEDURES

KCI's Policies and Procedures comply with the Head Start Federal Performance Standards. KCI will give all families at least fourteen (14) days written notice in advance of changes in policy and/or procedure.

SUMMARY OF THE PLAN FOR SUPERVISION

KCI/ASD classrooms always maintain a teacher and assistant teacher. The ASD principal at all sites supervises the classroom teacher. A KCI Center Director supervises the assistant teacher.

IF A CONCERN ARISES

Parents are encouraged to first discuss concerns with their child's teacher or assistant teacher/family advocate. If additional discussion is needed, parents should contact the ASD principal or the KCI Education Manager.

SMOKING POLICY AT HEAD START SCHOOLS

KCI/ASD maintain a smoke-free environment at all school sites. Smoking is prohibited in any ASD building, on any ASD school property, by ASD and KCI employees within line of sight of any school or school activity, and within 50 feet of any ASD non-school building entry/open window. KCI personnel may not smoke while responsible for the care of children and they may not expose children to second-hand smoke.

WEAPONS POLICY: Weapons of any kind are not allowed at any KCI facility or event. This includes staff, parents, and community volunteers. Any person who brings a weapon to a facility or event will be asked to leave immediately. If a parent brings a weapon, it could result in his/her child being withdrawn from the program.

ALCOHOL & DRUGS POLICY: Any parent under the influence of drugs or alcohol will not be allowed at any KCI facility or event. If a KCI staff member has a reason to believe a parent is under the influence when dropping-off or picking-up his/her child the Anchorage Police Department will be notified.

PARENT INVOLVEMENT

YOU, the parent, are the first and most important teacher for your child. There are many ways parents can be involved. Remember....***Volunteering can be fun!***

You can....

- Help in a classroom
- Help prepare class activities
- Read to your child – all parents are encouraged to participate in KCI's Monthly Reading Log program
- **Participate in home visits**
- Participate in Parent Committee Meetings (Parent Cafes)
- Join the Policy Council and help guide the program
- Learn new skills at monthly parent education meetings

Federal Head Start Performance Standards state that parents must be involved in making decisions that affect the quality of the program. As members of the Policy Council, parents have an opportunity to help KCI management and the Board of Directors make many important decisions. Policy Council members can:

- Serve on the planning committee and help develop grants
- Serve on a hiring committee (training provided)
- Serve on an advisory committee (health/nutrition, family services, or education)
- Learn how to conduct a meeting (Robert's Rules of Order)
- Share important information with other parents at Parent Committee Meetings

EMPLOYMENT OPPORTUNITIES FOR PARENTS

Parents are encouraged to apply for substitute and regular employment positions. Parents who apply are required to submit the same documentation as a regular employee. Substitutes for classroom positions are required to meet Head Start Performance Standards. Parents who serve on the Policy Council cannot work at Kids' Corps as a substitute or permanent employee and maintain their representation on the Policy Council. Parents who are hired as an employee of KCI cannot work directly with their child. Contact your Center Director or the Education Manager for more information.

PARENT INVOLVEMENT

POLICY COUNCIL ROLES AND RESPONSIBILITIES

Parents on the Policy Council help Staff Develop:

- The program's philosophy with long and short range goals
- The composition of the Policy Council and procedures for choosing members
- The criteria for recruitment, selection, and enrollment of children in the program
- Decisions related to the hiring or termination of KCI Director and staff

Policy Councils Have Operating Responsibility For:

- Working with the Board of Directors and staff to establish and maintain procedures for hearing and resolving community complaints about the program.

Policy Councils Also:

- Help develop center activities (Parent Committee Meetings)
- Attend Policy Council meetings once a month

The Policy Council Interacts With...

- KCI Board of Directors
- Advisory Committees
- Staff
- Parent Committee Meetings
- Legislative Representatives



Parents on the Policy Council have FUN!!!

Childcare and dinner are provided. Transportation and translation are available as needed.

Join Us Anytime!

Let me introduce you to your...

Parent Committee Meeting

When your family enrolls in a KCI program, you automatically become a member of the parent committee for your center.

Meetings take place once a month, in the evening or after class and are a good source for fun, food and information.

At the parent committee, parents are encouraged to:

- Help plan activities and events for parents and children
- Join the policy council and/or an advisory committee (Health/Nutrition, Education, or Family Services)
- Help classroom staff and other program staff carry out the daily activities of the center

The parent committee formally elects representatives to the Policy Council in October. Ideally, the Policy Council would have a representative from each classroom.

Your ideas, energy and passion for your child succeed is greatly valued - get involved and make the most of your family's KCI experience! Plan to join us each month!



Please contact your Center Director or Family Advocate for more information.

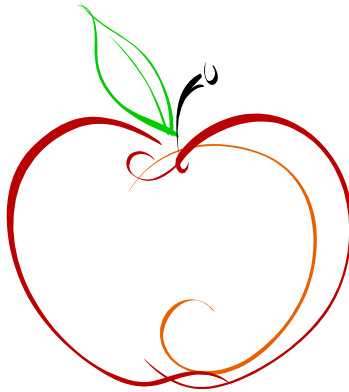
PARENT INVOLVEMENT

ADVISORY COMMITTEE DESCRIPTIONS

Kids' Corps, Inc. Sees the need to thoroughly incorporate the community and parents in decision-making processes. Advisory Committees have been established and are established as the need arises.

Education Advisory Committee

This committee is responsible for reviewing curriculum, on-going assessments and outcomes. The committee makes recommendations to strengthen the educational services.



Health & Nutrition Advisory Committee

This committee is mandated by the Head Start Performance Standards and is responsible for making recommendations to the program with regard to health & nutrition services delivered to the enrolled families.



Family Services Advisory Committee

This committee discusses family services practices, policies and forms and makes adjustments as needed to meet the changing needs of the families enrolled in the program.

Please contact your Center Director or Family Advocate for more information.

FAMILY SERVICES

KCI Head Start and ASD seeks to support families as they work together to achieve their family's goals.

Family advocates meet with parents virtually several times a year to assist them to:

- Identify their family's strengths, interests, and needs
- Learn about community resources
- Utilize the social services available in the community
- Set and reach goals

Family advocates work at all sites and are available to assist families with enrollment, community referrals and resources.

CHILD ABUSE AND NEGLECT REPORTING

Children's safety always comes first. Alaska State law and the Municipality of Anchorage Code require Head Start staff to report suspected or known cases of child abuse and neglect. ***Staff must report no matter where the suspected incidents occur.*** All incidents of suspected or known child abuse or neglect must be reported to the Office of Children's Services (269-4000) within 24 hours.



CHILD HEALTH & DEVELOPMENTAL SERVICES

KCI Head Start and ASD believe that early intervention improves a child's capacity to learn and develop. The health education program offers parents information about:

- Finding a "medical and dental home"
- Preventative health care
- Early intervention - height, weight, hearing, & and vision screenings
- Child nutrition and oral health
- Communicable disease awareness
- Home safety and injury prevention

Head Start and/or ASD regulations require the following:

- Physical Exam (less than one-year-old)
- Dental Exam (within 90 days of enrollment)
- Developmental Screenings (within 45 days of enrollment)
- Immunization Records (current)

MEDICATION POLICY

Prescription medication may be given to a child at school. ALL MEDICATIONS MUST BE DELIVERED TO THE ASD SCHOOL NURSE BY THE PARENT/GUARDIAN. No medication can be sent to school on the bus. In order for your child to receive medications at school, a parent must sign an authorization form and a classroom health plan.

All medications given to children at the school must meet the following criteria:

1. Medicines must be in the original container.
2. Medicines must be prescribed by a physician.
3. Medicines must have the following information attached to the container:
 - a. Child's name
 - b. Expiration date
 - c. Amount of dosage to be given
 - d. Time schedule for administering medication

Medications must be picked up at the center by the parent/guardian when the prescribed dosage is completed.

OVER THE COUNTER MEDICATION

Over the counter medications can be administered by the school nurse as long as an authorization form has been signed and the medication is in its original package. This includes cough drops, sunscreen, insect repellent etc. If you have any questions, please contact your school nurse.

CHILD HEALTH & DEVELOPMENTAL SERVICES

CHILD ILLNESS/COMMUNICABLE DISEASES

KCI asks for your cooperation to help assure that children have a happy and healthy school experience. It is important to make sure that children are feeling well when leaving for school in the morning.

CHILDREN TOO ILL TO GO OUTSIDE ARE TOO ILL TO BE AT SCHOOL

Due to the required child/adult ratio, KCI/ASD are unable to accommodate requests to keep children indoors during outside playtime.

If a child becomes ill at school, the parent will be contacted to pick up the child as soon as possible. If KCI/ASD is unable to contact the parent, the emergency contact person listed on the emergency information form will be called.

If a child has any of the following, he/she will not be allowed to come to school:

- Quickly spreading rash, or rash associated with fever
- Earache with fever or behavior changes
- Lethargic, lack of responsiveness and unusual behavior for child such as not playing or eating
- Difficult or noisy breathing, deep hacking cough or severe congestion
- Fever over 100.3
- Diarrhea (two times the child's normal frequency of bowel movements in 24 hours)
- Vomiting 2 times or more in 24 hours
- Abdominal pain that continues for 2 hours or when associated with fever or other symptoms
- Mouth sores with drooling child can't control
- Skin sores that are weeping fluid and are on exposed surface that can't be covered
- Swollen joint or lymph nodes with fever or behavior changes
- Blood in urine or stool
- Symptoms that indicate the following diseases, until treatment administered: Strep throat, scabies, chickenpox, Rubella, Pertussis, Mumps, Measles, Hepatitis A, pinkeye with fever, live lice (to be sent home at end of the day)

A CHILD IS NOT READY TO RETURN IF HE /SHE HAS:

- Not fully recovered from an illness
- Is still too sick to take part in school activities or go outside
- Had a fever in the last 24 hours; a child should be fever free for 24 hours
- Had a communicable disease and is still considered contagious
- Has vomited within the last 24 hours

Parents may be asked to provide a statement from a physician stating that the child is no longer contagious. If one case of a communicable disease develops in a class (for example, head lice or impetigo), a letter will be sent to all parents to alert them.

CHILD HEALTH & DEVELOPMENTAL SERVICES

HEAD LICE POLICY

- Upon detection of head lice (nits or live lice), parents will be contacted and the child will be sent home at the end of the school day for treatment.
- Families will be provided with information on treatment and household lice management.
- KCI can provide lice treatment products to families when necessary.
- All children in the class will be screened for head lice and the classrooms will be thoroughly cleaned and disinfected.
- A health alert will be sent home with all children in the class informing families that a case of head lice has been identified in the classroom. The health alert will include information on symptoms and treatment.
- Children returning to school after treatment for head lice will be examined by the school nurse or designee to verify absence of live lice prior to entering the classroom.
- Children are required to be **live lice free** to return to school the next day. Children may remain in school if there is no presence of live lice. A student may remain in school if only nits are found.
- Children will be screened again in seven to ten days after returning to class to ensure treatment was successful.

MINOR INJURIES

Any child who has an injury at the center will receive appropriate first aid. A Child Incident Report will be completed and a copy will be forwarded to the parent. KCI will notify the parent by telephone of any head injury or other injury requiring more than minor care.

EMERGENCY TREATMENT

It is very important that parents remember to keep their child's Emergency Information Form up-to-date. Emergency forms must be updated every three (3) months or if changes occur.

In case of an emergency, staff will attempt to contact the parents immediately. If the emergency situation requires the attention of a physician, staff will call paramedics to take the child to the hospital emergency room. A staff member will remain with the child until the parent or emergency contact person arrives.



NUTRITION

Head Start and ASD serve lunch and a snack. Staff and volunteers eat with the children and the children are encouraged to taste new foods. There are also nutritional activities (children “cook” something together) to help children learn about foods and nutrition. KCI also encourages parents and guardians to bring only healthy food choices to any school function.

The ASD cafeteria provides lunch served in the ASD/KCI classrooms and KCI provides afternoon snack. Of the two lunch meal choices each day, the most nutritious choice will be selected for the entire classroom. **No other foods may be brought into the classroom or bus by staff or parents.**

USDA Nondiscrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA’s TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant’s name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. **fax:**
(833) 256-1665 or (202) 690-7442; or
3. **email:**
program.intake@usda.gov

This institution is an equal opportunity provider.

NUTRITION

BIRTHDAYS AND HOLIDAY / FAMILY TRADITIONS

To be respectful of all families, KCI/ASD Head Start staff emphasize activities that encourage the acceptance of diversity, respect for others, self-concept, and cultural identity. Birthdays, holidays, and other family celebrations may take place in the KCI/ASD Head Start classroom. The procedure is as follows:

- KCI will allow neutrally appropriate Christmas decorations in classrooms with full parent approval. Staff can decorate their office space with Christmas decorations. KCI dress code does not prohibit staff from wearing holiday themed clothing.
- KCI does not share Valentine's Day cards. With full parent approval, parents can come into the classroom and share "friendship" cards with all other children. This must be pre-arranged with the teacher. KCI does not celebrate Halloween.
- Birthday celebrations must be pre-arranged with the teacher. **Birthday cakes, cupcakes, candy, cookies etc. are not permitted.** Foods that are representative of a family's cultural traditions may be prepared by the parents and shared in the classroom. A full list of ingredients of any food must be given in advance.



EDUCATION & EARLY CHILDHOOD DEVELOPMENT

DEVELOPMENTAL SCREENINGS

KCI/ASD make sure that all children entering the program receive a developmental, sensory, and social/emotional screening. Parental permission is obtained before the screening. The screening procedure will be sensitive to the child's cultural and linguistic background. This developmentally appropriate process may identify children who need to be referred for more formal assessments (multidisciplinary evaluations).

Screenings are conducted within 45 days of the child's entry in the program. Trained staff uses a standardized screening tool called the ASQ 3 (Ages & Stages Questionnaire) for the developmental screenings and the DECA-P2 (Devereux Early Childhood Assessment) for social emotional screenings.

Screening results are shared with parents. Based on the results of the DECA screenings, home and school goals may be established with parents at the October parent teacher conference.

Areas evaluated include:

- Behavior
- Social Skills and Emotional Development
- Speech and Language
- Motor
- Cognitive
- Height and Weight
- Perceptual
- Vision (for acuity and strabismus or "lazy eye") and Hearing

DISABILITIES SERVICES

Children with diagnosed disabilities have been enrolled in Head Start since the program began in the mid-1960s. Children diagnosed with a disability and their families receive a full range of Head Start services. Head Start staff members work closely with ASD and community agencies to identify and provide services to meet the needs of the children enrolled. Parental consent is required for any disability services.

Some children also receive speech and/or language intervention services. Instruction is given in a small group or within the classroom setting. A letter will be sent to parents to notify them that their child is participating in this intervention.

HEAD START CHILD OUTCOMES

Head Start Performance Standards provide quality standards for all aspects of child development and family services. These performance standards require all Head Start programs to collect and share information with parents about their children's progress at Head Start.

EDUCATION & EARLY CHILDHOOD DEVELOPMENT

KCI/ASD classroom staff will keep parents informed about how their child is progressing in the following ways:

- Parents receive a weekly “What I Learned This Week” report
- Parents and teachers meet for home visits two times per year – the first home visit is conducted within the child’s first 45 days of enrollment
- Parent/teacher conferences are held twice per year at the child’s school

KCI/ASD classroom staff seek parent input in setting goals for children. If you have ideas or questions concerning your child’s progress at Head Start, see your child’s teacher.

Child outcomes are the basic skills your child needs for kindergarten success. Staff tracks child outcomes in My Teaching Strategies and share with parents at parent teacher conferences and in the child’s portfolio at the end of the year. The staff assess children’s growth in six different learning objectives (Social-Emotional, Physical, Language, Cognitive, Literacy and Math).

Children who are also dual language learners are assessed in English Language Acquisition.

The following chart outlines The Head Start Early Learning Outcomes Framework: Ages Birth to Five. The framework describes the skills, behaviors, and knowledge that programs must foster in all children.

The framework is designed to:

- Foster a deeper understanding of the timing and sequence of child development and learning from birth to five, and
- Guide implementation of effective learning experiences that promote strong outcomes for all children



EDUCATION & EARLY CHILDHOOD DEVELOPMENT

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

Ages birth to five describes the skills, behaviors, and knowledge that programs must foster in all children.

CENTRAL DOMAIN

SUB-DOMAIN

Approaches to Learning

Emotional & Behavioral Self-Regulation
Cognitive Self-Regulation (Executive Functioning)
Initiative and Curiosity
Creativity

Social and Emotional Development

Relationships with Adults
Relationships with Other Children
Emotional Functioning
Sense of Identity and Belonging

Language

Attending and Understanding
Communicating and Speaking
Vocabulary

Literacy

Phonological Awareness
Print and Alphabet Knowledge
Comprehension and Text Structure
Writing

Mathematics

Counting and Cardinality
Operations and Algebraic Thinking
Measurement
Geometry and Spatial Sense

Scientific Reasoning

Scientific Inquiry
Reasoning and Problem Solving

Perceptual, Motor, and Physical Development

Gross Motor
Fine Motor
Health, Safety, and Nutrition

CURRICULUM & EDUCATION

Curriculum is the word used to describe what is planned and accomplished daily in the classroom. KCI/ASD use Creative Curriculum as the overall curriculum. It is designed to meet individual and group needs of children. The curriculum guides staff in providing activities that prepare children for kindergarten.

The Creative Curriculum:

- Provides child assessment using the My Teaching Strategies Developmental Continuum
- Provides materials for you and your child for you to use at home
- Provides many literacy activities for school and home

KCI/ASD also implements Conscious Discipline. It is a comprehensive classroom management program. It is a way of organizing classrooms around the concept of a School Family, where each member learns the skills needed to successfully manage life tasks such as learning, handling frustration, communicating effectively, being sensitive to people's needs and getting along with others.

Conscious Discipline is based on three premises:

1. Controlling and changing ourselves is possible and has an impact on others.
2. Connectedness governs behavior.
3. Conflict is an opportunity to teach.

In addition to Creative Curriculum, KCI uses the supporting curriculum strategies listed below:

Second Step Curriculum

Introduces problem solving strategies for anger control and impulsive behavior as they develop empathy for others

Cavity Free Kids

Promotes dental health

Play Safe, Be Safe

Teaches fire safety

LEARNING AREAS

KCI/ASD believe children acquire the skills they need for kindergarten through various activities. Through individual and group instruction, children learn concepts used for reading, writing, math, and problem solving. Teachers assist children in their learning process through conversation, asking questions and participating in creative activities.

LITERACY

Literacy activities take place throughout the day at school. Children may be engaged in reading books, listening to stories, looking at books, writing their names, telling stories, tracing letters, singing songs etc. Literacy activities happen in all areas of the center, including the playground, bus, and hallways during transitions.

CURRICULUM & EDUCATION

BLOCK AREA Language Pre-Reading Math Problem Solving Cooperation Planning Fine Motor Cause and Effect	CREATIVITY (ART AREA) Language Creative Expression Follow-Through Materials Exploration Directions Listening Colors Counting	LIBRARY AND LISTENING Emergent Literacy Comprehension Discovering Listening
MATH AND SCIENCE (SAND AND WATER PLAY) Observing Coordination Math Science Cooperative Play Language Fine Motor	DRAMATIC PLAY Role Playing Sense of Self Planning and Organization Community Awareness Vocabulary Gender Identity Creativity	GROSS MOTOR AND OUTDOOR PLAY Body Coordination Creative Expression Rules Listening Cooperative Play Social Skills
PUZZLES, GAMES, AND TABLE TOYS Cognitive Fine Motor Problem Solving Emergent Reading		
Math Emergent Writing Memory Rules/Social Skills		

There is also time for children to choose activities and explore. This gives them the opportunity to practice what they have learned. Mastering new skills gives children the confidence and self-esteem to continue learning new skills.



“JUST PLAYING”

“Just Playing”

When I’m building in the block area, please don’t say I’m “Just Playing.”

For, you see, I’m learning as I play: about balance and shapes.

Who knows, I may be an architect someday.

When I’m getting all dressed up, setting the table, caring for babies,

Don’t get the idea I’m “Just Playing.”

For, you see, I’m learning as I play: I may be a mother or a father someday.

When you see me engrossed in a puzzle or some plaything at my school,

Please don’t feel the time is wasted in “Play.” For, you see, I’m learning as I play.

I’m learning to solve problems and concentrate: I may be in business someday.

When you see me learning to skip, hop, run, and move my body,

Please don’t say I’m “Just Playing.” For, you see, I’m learning as I play.

I’m learning how my body works: I may be a doctor, nurse, or an athlete someday.

When you see me sitting in a chair “reading” to an imaginary audience,

Please don’t laugh and think I’m “Just Playing.”

For, you see, I’m learning as I play: I may be a teacher someday.

When you see me combing the bushes for bugs, or packing my pockets with choice things I find, don’t

pass it off as “Just Playing.”

For, you see, I’m learning as I play: I may be a scientist someday.

When you see me tasting foods, please don’t think that because I enjoy it, it is

“Just Playing.” For, you see, I’m learning as I play.

I’m learning to follow directions and see differences: I may be a cook someday.

When you ask me what I’ve done at school today, and I say, “I Just Played,”

Please don’t misunderstand me. For, you see, I’m learning as I play.

I’m learning to enjoy and be successful in my work,

I’m preparing for tomorrow.

Today, I am a child and my work IS play!



DUAL LANGUAGE LEARNERS



KCI Policy Statement

It is the policy of Kids' Corps, Inc. Head Start & Early Head Start to honor, respect, and preserve the home language of every child and family we enroll.

Helping Your Child Learn Two Languages

- Some families wonder which language to use with their child. The answer: do what is comfortable for you. For most people this means using the language their family used with them. We call this the family language.
- Speaking to your child in your family language will actually support your child learning English. Continue to talk, read, rhyme and sing to your child in their family language so they can develop language and learn important concepts.
- Learning another language is a huge task for young children, which takes both time AND support. Supporting your child by maintaining his/her family language will help him/her continue learning concepts while beginning to decode the new language.
- We encourage parents to come to their child's classroom to share their family language. Some ideas are: reading a book in your family language aloud to the class, showing the children how to do a project while using your family language, or writing names of objects in the classroom in your family language.

Speak your language with your child every day!

BENEFITS OF DUAL LANGUAGE LEARNING

- Children who grow up with more than one language develop better problem solving skills.
- Children who grow up with more than one language are better at multi-tasking.
- Bilingual children more easily solve problems that involve misleading cues.
- Bilingual children show the ability to focus on relevant task information, screen out irrelevant information.
- Benefits last into adulthood- the slowing down of cognitive process is not as fast for bilingual people.
- Being bilingual helps people retain memory as they age.

“Research shows that school aged dual language learners who receive support in their home language are less likely to be socially isolated, victims of bullying, and viewed negatively by teachers.”

Online Resources for Parents

Coloring Colorado: Helping Children Read & Succeed!
<http://www.colorincolorado.org/>

Children's Picture Book Database
<http://www.lib.muohio.edu/pictbks/welcome.php>

National Association for Bilingual Education
<http://www.nabe.org/>

Kids Clan: Bilingual Learner Resources
<http://www.theglobalkidsclan.com>

3710 East 20th Avenue, Suite 2

Phone: (907) 272-0133

www.kcialaska.org



TYPICAL PRE-SCHOOL CLASS DAY

The following schedule is an example of what happens daily in a Head Start and ASD preschool part-day classroom.

Part Day Class Schedule – 4 Hours
Children Arrive/Greetings
Circle Time
Meal Time
Activity Centers Open
Outside Play
Indoor Child/Teacher Directed Activities
Clean-Up
Circle/Story Time
Meal Time
Transition for Departure
Departure

Remember to dress children in comfortable play clothes and shoes that are appropriate for the weather. **It is advisable to keep an extra set of clothes for your child at the center.** Please label your child's name on all coats, boots, snow pants, hats, and gloves.

KINDERGARTEN TRANSITIONING

Staff work with children and parents to prepare for kindergarten. Parents are encouraged to continue their involvement in their child's education after preschool. Each child has a portfolio containing work samples showing progress while in the preschool program. The portfolio is shared with parents during parent-teacher conferences and is given to parents when children leave the program. Kindergarten transition activities will be organized in the spring.

ANIMALS IN THE CLASSROOM

Animals such as newts, finches, guinea pigs, hamsters, or fish may be a regular part of the science or discovery areas. Animals may not be brought into the school unless they have been scheduled as part of a planned classroom activity through the field trip proposal and parent permission forms.

TELEVISION AND COMPUTER USE POLICIES

Television is not a part of the school curriculum. It is not used in the daily activities for children; however, a short video may be used to support a concept. Classroom computers are not wired to the Internet. Computers with age-appropriate software are used in classrooms to support individualized lesson plans.

OUTDOOR PLAY – COLD WEATHER

Outdoor play is a daily activity. Exercise and fresh air have positive effects on children and adults as long as they are dressed appropriately for the weather. Children who attend must go outdoors with their class.

The school administrator may cancel outdoor play due to:

- Weather conditions such as ice or quality of air
- Weather alert or advisory by local authorities
- Low temperatures of 10 degrees below zero degrees Fahrenheit with wind chill factored in

All children's outdoor clothing needs to be labeled on the inside with the child's name.

TYPICAL PRE-SCHOOL CLASS DAY

Appropriate **winter** outdoor clothing includes:

- Snowsuits or winter coat and snow pants
- Mittens or gloves
- Hats
- Boots
- Socks

For other seasons, depending on the weather, appropriate outdoor clothing is required. Such items may include jackets, sweaters, hats, and rain gear, including boots.

PERSONAL BELONGINGS

KCI /ASD is not responsible for lost or damaged items brought to school. Therefore, please do not allow your child to bring toys or other personal items from home.



HOME VISITS & CONFERENCES

The parents and teacher establish goals based on the child's progress in class and at home. The teacher shares information about program activities and training opportunities. Home visits and parent teacher conferences provide opportunities for teachers and parents to help children develop skills they will need in kindergarten. Home visits should be scheduled for approximately an hour.

Parent teacher conferences are half an hour held at the school in October and February.

Home visits are opportunities for:

- Making connections between the home and program settings
- Learning more about parent-child interactions
- Developing positive relationships, which allow parents and staff to get to know one another
- Identifying learning opportunities in home environments
- Identifying techniques that can be generalized to other children in the family
- Focusing individualized attention on family strengths, interests, and goals
- Communication with parents about their child's everyday routines and their child's progress



GUIDANCE & DISCIPLINE

To assure the Head Start and ASD experience is positive and pleasant for children; spanking, striking, or other forms of physical punishment is not allowed. Name calling or the use of threats is not allowed by anyone at the centers, on the bus, on field trips, or any other Head Start activity. These guidelines apply to staff, parents, siblings, community volunteers, substitutes, and any other visitors.

KCI and ASD follow these principles in dealing with guidance and discipline:

- Positive reinforcement of appropriate behaviors
- Redirection of inappropriate behaviors
- Ignoring certain behaviors
- Logical or natural consequences
- Consistency and follow through
- Safe places within the classroom for children to relax

All children need to feel safe and be safe at all times. If a child's behavior is creating a potential hazard to himself, other children or staff, staff may gently, but firmly restrain the child only long enough to remove him or her from danger. Parents are notified of the situation and may be required to pick up their child. If a parent is called to remove his/her child from a center, a plan of support may need to be put in place before the child can return.

A meeting will be held with the parent and center staff to develop a strategy to work with the child in class and at home. If the unsafe situation continues, it may be determined that the ASD/KCI classroom is no longer the appropriate setting for the child and he/she will be referred to an appropriate agency for services.

CLASS OBSERVATIONS

If parents or staff becomes concerned about a behavior or behavioral changes in a child, an individual observation by a Mental Health Consultant may be done. Individual observations are only done with the advance written approval of the parent or guardian. The individual observation gives parents and staff recommendations for positive learning.

General classroom observations occur two times a year and assist staff in promoting the development and learning of the children. Focus areas of the observations include:

- Respect for individual and cultural differences
- Ability to form relationships
- Positive self-esteem
- Social responsibility
- Positive coping skills
- Social skills
- Non-gender bias
- Ability to express feelings appropriately

COMMUNICATION

Parents at all centers receive monthly newsletters, which include classroom menus and other important information. Families also receive flyers throughout the year, which tell them about special events and activities.

LIKE US & RECEIVE UPDATED INFORMATION:

Kids' Corps, Inc.

facebook.com/kcialaska

www.kcialaska.org



Anchorage School District

742-4000

www.asdk12.org

WEATHER CONDITIONS/CENTER CLOSURE

When weather conditions or outdoor areas are not considered safe or healthy for children, outdoor time will be canceled. Staff will determine if the conditions are healthy before taking the children outside (determination is made by a combination of weather reports, temperatures, environmental alerts, etc.). Only in extreme cases will the school be closed. **If Anchorage School District classes are canceled, KCI schools will be closed as well.** Weather closure announcements are carried on the local radio and television stations:

Emergency Evacuation Sites: All KCI centers have agreements with close by businesses or organizations to use their facility in case the children and staff need to evacuate the KCI site. The locations for each center's emergency evacuation site are as follows:

North Star:

Fairview Rec Center

1121 East 10th Ave.

Anchorage, AK 99501

343-4130

Creekside Park:

Muldoon Rd. Baptist Church

382 Muldoon Road

Anchorage, AK 99504

333-9558

Gladys Wood:

Church of Jesus Christ of Latter-Day Saints

3250 Strawberry Road

Anchorage, AK 99502

345-5677

Willow Crest:

Moose Lodge

4211 Arctic Blvd.

Anchorage, AK 99503

563-3297

TRANSPORTATION

PARENT TRANSPORTATION

Parents transporting their children need to sign them in upon arrival to the school or classroom with the child's name, time, and the parent's signature. The same procedure is followed for signing out at the end of each class. Parents are expected to ensure their children arrive on time for the start of class. If a parent arrives early, they must stay with their child until the class starts ((11:25 is the earliest staff are available to care for children). **See Parent Transport Procedure page 34.**



HEAD START BUS TRANSPORTATION – Currently no bus service is provided. If bus service is reinstated, parents will need to follow the guidance below:

ASD/KCI provide “corner stop” service within the neighborhood school zone. The ASD bus picks up and returns children to the same “corner stop.” **Have children ready for the bus (safety vest on and ready). The bus will not wait. Parents or caregivers (16 years or older and listed on the Emergency Information Form) must walk with the child to and from the bus.**

Weather and driving times may affect the schedule.

Children may lose bus privileges if they exhibit injurious behavior to themselves, other children or staff. On the ASD bus ride, attendants continue the learning process. Learning areas include:

- Language skills
- Songs and rhymes
- Stories
- Community helpers
- Games
- Identification signs
- Concepts such as “near” & “far”
- Colors & shapes



FAMILY PETS

KCI/ASD staff visit families' homes to make home visits. If a family has a pet or shares a common yard with a pet that staff feels may present a danger, a plan may be needed to address safety.

CHANGE OF PICK UP AND/OR DROP OFF LOCATION

If moving, notify your family advocate or teacher. If the new address is outside the bus transportation area, bus service will not be available.

TRANSPORTATION

FIELD TRIPS

Parents/guardians are required to sign a Field Trip Permission Form for each field trip. Parents and guardians are encouraged to attend their child's field trips. Kids' Corps will pay admission only for parents and/or direct guardians, and siblings below the age of five.

Some field trips require transportation. Children and staff ride KCI or ASD buses driven by ASD, Reliant or First Student personnel who have Commercial Driver's Licenses. Children are required to use safety vests as required by Alaska State Law (AS 28.05.095).

Parents/guardians must give a minimum of a three-day notice if they wish to ride the Head Start bus (based on availability) for a field trip; siblings are not allowed to ride the Head Start bus. Parents who participate are responsible for their children during field trips.

Kids' Corps, Inc.

A Message for Parents of Preschool Children

Here are some facts you should know:

- Preschool children are quick and often unaware of danger.
- Each year, many children are injured or killed when they suddenly dart into the path of a car.
- Most preschoolers are injured near their home or on their own street.
- Most crashes involving preschool children happen between 3 p.m. and 6 p.m.
- Most crashes involving preschoolers occur in fair and warm weather.
- Twice as many preschool boys are injured than preschool girls.



How you can prevent these tragedies:

Supervise preschoolers at all times. Preschoolers should not be allowed to cross the street alone. Teach them who can help them cross the street safely.

Teach by explaining. Explain to your child the safe way you cross a street. Say: "When I cross a street, I always stop at the curb. I look for cars. I look left for any traffic coming, and then I look right for traffic coming that way. Then I look left again. When it is clear, I cross the street, and keep looking left and right."

Teach by example. When you cross a street with your child, always:

- Stop at the curb
- Look LEFT-RIGHT-LEFT for traffic in all directions
- Cross when it is clear
- Keep looking for cars as you cross

Encourage your child. As you both safely cross the street together, praise the child for copying your safe actions or words. Practice what you teach at all times

KIDS' CORPS, INC. HEAD START

BUS TRANSPORTATION POLICY/PARENT AGREEMENT

Transportation boundaries are established to maintain routes within one hour. (Federal Head Start Performance Standards require that no child spends more than one hour on the bus per trip.)

Performance Standards require a bus attendant to stay on bus at all times, (CFR 1310.15 (c)).

KCI/ASD will not send a bus attendant to alert you of arrival.

Please have your child ready to board when bus arrives. The bus routine is as follows.

- ☐ Parent/Guardian will escort child to the bus (exceptions may be made for special circumstances).
- ☐ Bus will depart only after child and bus attendant are safely secured.
- ☐ If parent/guardian does not bring child to bus after a two-minute waiting period, the bus will leave.
- ☐ Parents who miss the bus may bring their child to Head Start.
- ☐ For returning drop off, parents escort their child from the bus to their home.

DROP OFF PROCEDURE

The bus will not leave your child at an empty house. If no authorized person is home when the bus arrives, your child will be returned to the center or to the person listed as the emergency drop off on the Emergency Information Form. It will be your responsibility to pick up your child there.

Authorized persons are defined as those persons 16 years old or older and listed on the current Emergency Information Form. Authorized persons must provide picture identification when picking up your child from the bus or at the center. The parent/guardian must update the Emergency Information Form every 3 months.

If your child is sick or unable to attend school for some other reason, it is your responsibility to do the following:

- ☐ Call the school as soon as possible

Transportation may be cancelled due to weather conditions, staff absences, and mechanical failure or for other reasons. KCI staff will notify families immediately if an individual route is cancelled. If bus service is cancelled and the center is open, parents may transport their child to and from Head Start.

Loss of transportation privileges may result if children repeatedly miss the bus without notice or are repeatedly brought back to the school. Family advocates will work with families to try to resolve bus attendance problems

HEAD START PARENT PARTNERSHIPS

PARENT RIGHTS AND RESPONSIBILITIES

Head Start Parent Rights:

To take part in major policy decisions affecting the planning and operation of the program.

To help develop adult programs which will improve daily living for me and my family.

To be welcomed in the classroom.

To be informed regularly about my child's progress in Head Start.

To always be treated with respect and dignity.

To expect guidance for my child from Head Start teachers, drivers and all other staff who will help the child's total individual development.

To be able to learn about the operation of the program, including the budget and the level of education and experience required to fill various staff positions.

To take part in planning and carrying out programs designed to increase my skill in the areas of possible employment.

To become informed about all community resources concerned with health, education, and the improvement of family life.

Head Start Parent Responsibilities:

To learn as much as possible about the program and to take part in major policy decisions.

To accept Head Start as an opportunity through which I can improve my life and my children's lives.

To take part in the classroom as an observer, a volunteer worker or a paid employee, and to contribute my services in whatever way I can toward enrichment of the entire program.

To provide parent leadership by taking part in elections, to explain the program to other parents and to encourage full participation.

To welcome teachers and family advocates into my home to discuss ways in which parents can help their children's development at home in relation to school experiences.

To work with the teacher, staff and other parents in a cooperative way.

To guide my children with firmness, which is both loving and protective.

To offer constructive criticism to the program, to defend it against unfair criticism and to share in evaluating it.

To take advantage of programs and meetings designed to increase my knowledge about child development and my skills in areas of possible employment.

To become involved in community programs which help to improve health, education, and recreation for all.

KIDS' CORPS, INC. ATTENDANCE PROCEDURES

Kids' Corps, Inc. encourages all families to have their children attend all class days as scheduled. Studies show that children who are chronically absent (missing more than 10% of class) have lower academic success in kindergarten and first grade and are less likely to read at grade level in third grade. These children stay behind throughout school and are less likely to graduate.

There are many benefits for children who regularly attend school. Some benefits include but are not limited to: exposure to language and language development, math and reading skills, getting along with other children (social skills). If families are having challenges bringing their child to school, KCI will make all efforts to assist families in maintaining regular attendance.

IF YOUR CHILD IS ABSENT

If your child is absent, call your child's school to leave a message for your child's teacher. Explain why your child is absent and when your child will return to class.

If a child is unexpectedly absent and the parent has not contacted the center within one hour of start time, KCI is required by Head Start Performance Standards to try and make parent contact via phone call and text to help ensure the child's safety.

ATTENDANCE BECOMES A CONCERN

Attendance becomes a concern when...

- There are absences without family contact
- There are frequent absences during an extended period of time
- There is an absence pattern (for example, if a child misses every Monday)
- There are frequently canceled home visits
- A child frequently arrives late and/or leaves early

WHEN ATTENDANCE BECOMES A CONCERN

If a child's attendance falls below 90% in a month, frequently arrives late for school (after 11:30), leaves early, and/or stays late (more than 10 minutes) the teacher or family advocate may set up a meeting to create a plan to reestablish regular attendance. This process may require the completion of an attendance success plan. Once the plan is established, attendance will be closely monitored and reviewed with parents regularly.

Continued poor attendance will result in the child's withdrawal from the program.

PREARRANGED ABSENCE POLICY

Head Start families may prearrange absences for up to two (2) weeks during the program year. Longer periods of absence may be authorized on a case-by-case basis for reasons that include but are not limited to: serious health issues or family emergencies.

Parents must contact their Family Advocate or Center Director to complete a pre-arranged absence contract. If the child does not return to school on the scheduled return date, and the parent/guardian has not contacted the program, the child will be withdrawn from the program and placed on the waitlist.

KIDS' CORPS, INC. ATTENDANCE PROCEDURES

BUILD THE HABIT OF GOOD ATTENDANCE EARLY



**Help Your Child Succeed in School:
Build the Habit of Good Attendance Early**
School success goes hand in hand with good attendance!

DID YOU KNOW?

- Starting in kindergarten, too many absences can cause children to fall behind in school.
- Missing 10 percent (or about 18 days) can make it harder to learn to read.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.

Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Good attendance will help children do well in high school, college, and at work.

WHAT YOU CAN DO

- Set a regular bed time and morning routine.
- Lay out clothes and pack backpacks the night before.
- Find out what day school starts and make sure your child has the required shots.
- Introduce your child to her teachers and classmates before school starts to help her transition.
- Don't let your child stay home unless she is truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home.
- If your child seems anxious about going to school, talk to teachers, school counselors, or other parents for advice on how to make her feel comfortable and excited about learning.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Avoid medical appointments and extended trips when school is in session.

When Do Absences Become a Problem?



Note: These numbers assume a 180-day school year.

For more on school readiness, visit attendanceworks.org and reachoutandread.org

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PARENT TRANSPORT PROCEDURE

BRINGING CHILDREN TO SCHOOL

Parents will drop off their child at the time class begins. Classes start at 11:30 a.m. Upon arrival at school, parents are required to do the following:

- Escort the child to the classroom
- Fill out and sign the Daily Sign-In/Sign-Out sheet
- Make contact with the teacher

PICKING UP CHILDREN FROM THE CENTER

Parents will pick up their child at the time class ends at 3:30. Upon departure from the school, parents are required to do the following:

- Fill out and sign the Daily Sign-In/Sign-Out sheet
- Make contact with the teacher
- Show identification if requested

Parents are expected to follow drop-off and pick-up times. Failure to follow timelines could result in a child being withdrawn from the program.

CHILDREN WHO ARE NOT PICKED UP AFTER CLASS

If a child has not been picked up by the close of class, staff will attempt to reach the parents. If staff cannot reach the parents, staff will contact the individuals listed on the Emergency Contact Form. If the parents or contact person **cannot be reached within 30 minutes**, staff will take the child to the Principal or designee. Staff will also contact the Office of Children's Services to make notification of child abandonment.

*** ALL PERSONS DROPPING OFF OR PICKING UP CHILDREN FROM THE CLASSROOM MUST BE SIXTEEN (16) YEARS OF AGE OR OLDER AND LISTED ON THE EMERGENCY INFORMATION FORM.**

All individuals listed on the emergency information form should bring a picture identification with them each time they come to pick up a child.



KIDS' CORPS, INC. CONFIDENTIALITY PROCEDURES



KCI respects a parent's right to privacy. Parents/Guardians must sign an Authorization for Mutual Exchange of Information Form before any information will be released.

All staff and volunteers are informed of the Confidentiality Policy and reminded to keep all information regarding families confidential.

All staff shall be informed prior to beginning work and reminded regularly thereafter that any information concerning a KCI family is private and shall not be discussed with anyone outside the appropriate Kids' Corps staff without authorized parent/guardian permission. Staff who leave KCI will be reminded of the confidentiality still binding them.

All documents, forms, and files regarding families in the program will be kept in a locked space when not in use.

There are some exceptions when written consent is not required:

- When the information is requested by a government agency for law-enforcement activity;
- When there is an appropriate court order, such as a subpoena;
- In emergency situations to protect the health or safety of an individual;
- In a program review or review audits conducted by Child Care licensing, Federal Head Start reviewers, or State agencies.



CHILD ABUSE & NEGLECT PROCEDURE

REPORTING SUSPECTED ABUSE

Kids' Corps Head Start and ASD are required to follow the Alaska State Child Abuse and Neglect Reporting Law (section 47.17). KCI and ASD are required to report any suspected or known abuse or neglect of a child to the Office of Children's Services. All reports are confidential.

WHAT IS CONSIDERED "ABUSE" AND/OR "NEGLECT"?

State law defines child abuse or neglect to include:

- **Physical injury** that harms or threatens a child's health or welfare;
- **Failure to care for a child**, including neglect of the necessary physical (food, shelter, clothing, and medical attention), emotional, mental and social needs;
- **Sexual abuse**, including molestation or incest.

UNSUPERVISED CHILDREN

Lack of supervision may be considered child neglect. This could include children twelve (12) years of age or younger left unsupervised at home or unattended in a vehicle.

HELP IS AVAILABLE

The safety of young children is a primary concern of Kids' Corps. Staff is available to assist families who are in crisis or experiencing family problems.



UNSUPERVISED CHILD POLICY & PROCEDURE

Leaving young children 12 years old and under unsupervised may fall under the category of child neglect. Alaska State Law requires that incidents of child abuse or neglect be reported to the office of children's Services (OCS). Kids' Corps are mandatory child abuse and neglect reporters.

It is the policy of this agency to insure the safety of all children. If any children are left alone at a residence, a KCI employee may enter the home to use the telephone or to assure that children are safe.

PROCEDURE

1. If KCI or ASD employees arrive at a Head Start child's home and a child answers the door, the employee will attempt to determine if an adult is present.
2. If the staff person determines that an adult or appropriate caregiver is not home, the staff is legally mandated to make a report to the Office of Children's Services (OCS) and the Anchorage Police Department.
3. KCI staff may enter the home to assure the safety of the child. Staff will call the Anchorage Police Department (APD) at 786-8900 to request a child welfare check. The child's address will be given to the dispatcher.
4. Staff will wait at the home until APD arrives.
5. Staff will report the incident to the family services coordinator immediately.

