



DAVIS HEAD START/EARLY HEAD START PARENT RESOURCE BOOK

FAMILY ENRICHMENT CENTER

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Building Futures Together with Children, Families, and Community

Children

Children are active, curious, natural learners, and when given experiences and the necessary tools, they can discover their environment in a safe and positive manner and should be encouraged to do so. When encouraged, children can develop at their own level and at their own rate. We strongly encourage active involvement and interaction among Early Childhood Programs to work as a team to promote smooth transitions allowing wholeness in the child's education. A foundation for future learning is obtained by providing environments where children are encouraged and empowered to achieve physical, social, emotional, academic, and personal self-esteem, thereby giving them the tools to succeed.

Families

We believe that the Early Childhood Programs can be a catalyst for families to help them move forward in individual ways by providing educational opportunities that will enhance their quality of life. We acknowledge the family unit as the heart of education and the motivational force in creating strong self-reliant children. We believe that we strengthen families by promoting life skills that will empower them to function as a healthy family unit by promoting self-assured, caring families, and to educate and motivate parents to reinforce what is taught in the classroom.

Community

We strongly encourage active involvement and interaction between agencies and Early Childhood Programs by developing relationships that promote smooth transition from early childhood to future programs, allowing wholeness in a child's education. We believe in an active partnership between agencies and Early Childhood Programs which responds to identified needs and creative programming. It takes a community to nurture and influence children. Every child is inherently good and has the potential to be a functional member of society.



Welcome to the Davis Head Start Family!

As your child's first and most important teacher, we at Davis Early Head Start and Head Start welcome you to an exciting year of learning! An important goal of the Head Start program is to assist families like you, in finding valuable resources located in and around your community. This book provides a lot of resources available to you and your family. Your Head Start Family Service Worker can assist you in learning more about the services provided in the community and how to access them. We look forward to working together on behalf of you and your children.

Sincerely,

Teresa M. Oster
Director of Davis Head Start
Davis School District

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<https://www.davis.k12.ut.us>
early childhood programs

Davis Head Start & Early Head Start Policies

Program Information

The Davis Head Start Program is a family-centered, high-quality program for income eligible families and their children. Davis Head Start is a nationally recognized program operated by the Davis School District. Davis Head Start serves pregnant women, and children ages 4 weeks to five years. Davis Head Start provides full and half-day options in schools throughout Davis School District.

Attendance

To ensure that our Head Start & Early Head Start children are safe, we ask that you as parents/guardians communicate with staff members within one hour of the start of class if your child will not be attending for the day. Staff will contact to ask why the child is missing if there is no communication. Our policy states that an 85% attendance rate must be maintained. If a child is absent three (3) consecutive days, or has irregular attendance, contact will be made with the family to determine the reason for the absences. Workable solutions to resolve the problem will be reviewed with the parent. An attendance plan will be put in place if needed. If we are unable to contact the parent, a letter will be sent asking the parent to contact the Teacher or Family Service Worker as soon as possible. If attempts to contact the parents are unsuccessful and the child continues to be absent, the child's spot will be terminated to allow another child to enter the program. The child's parents will be notified in writing of the action taken. Should the parents want to return their child to the Head Start program, they will need to reapply.

Ideas to help develop strong attendance:

- Set a regular bedtime & morning routine
- Lay out clothes & pack backpacks the night before
- Develop back up plans for getting to preschool if something comes up
- Ask family members, neighbors, or other parents to lend a hand in getting your children to and from school

For more information & ideas visit attendanceworks.org

Parent Grievance Procedure

If a parent has a grievance, they should first address their concern with the person whom the grievance affects. If the grievance is not resolved satisfactorily, the parent will address the concern to the supervisor of the person with whom the grievance affects. If the grievance is not resolved satisfactorily at this point, the parents will address the concern to the Early Childhood Department director verbally or in writing. If the grievance can be settled informally, a written grievance is not necessary. If not, the parents will submit a formal grievance in writing to the director. The Early Childhood Department director will set up a meeting with those submitting the grievance and others as deemed necessary by the Early Childhood Department Director and parents.

Age Guidelines

The date determining school entrance has been set by the legislature as on or before September 1st. Each of the preschool program options use this cutoff date to determine eligibility for the programs, except for children who are diagnosed with a disability. In the case of these children, they are eligible for Special Education services on their third birthday. Children who are five on or before September 1, are eligible for kindergarten. Davis School District Policy states: All children who meet the five-year age requirement for entry to school shall be enrolled in kindergarten. Therefore, children who are five are ineligible for preschool services through the Early Childhood Department. Children who are three or four on or before September 1st, are eligible for Head Start. Children who are younger than three on or before September 1st, are eligible for Early Head Start.

Picking-up & Dropping-off your Child

On or before the first day that your child attends school, you as parents or legal guardians, will be asked to provide a list of adults (18 or older) authorized to sign children in and out of the classroom and serve as emergency contacts. Only those individuals listed as emergency contacts will be allowed to pick up your child. A child may be picked up by either parent listed on their birth certificate unless a court order is in place. Children should arrive and leave at designated drop-off and pick-up times for the classroom that your child is attending. A parent, or designated adult over the age of 18 years old, must sign the child in and out. Parents can change the list of authorized personnel at any time by notifying the Teacher or Family Service Worker. If contacted by phone, the Family Service Worker or Teacher will ask verification questions to ensure parent's identity before updating emergency contacts.

Drop-off Schedule:

- Prior to your child being let into the classroom, a guardian or designated person will sign the child in
- The Teacher/Assistant will greet the class at the door and parents will be asked to sign in student
- (For Early Head Start) Person dropping off the child will fill out the arrival portion of Daily Sheets at this time
- Children will then be allowed into the class to begin the daily routine
- During this time, we encourage individuals to communicate with Teachers and turn in in-kind

Pick-up Schedule:

- Teacher/Assistant will bring the children to the door to be released to parents/guardians
- Child will be released upon the parents signing the student out. If parent/guardian cannot pick up the child, they must have someone listed as an emergency contact come to receive the child. The individual must show picture I.D. and be at least 18. If the individual picking up the child is not listed as an emergency contact, the student will not be released to them
- (For Early Head Start) Person picking up the child reviews and signs Daily Sheet.

The following procedures are to be followed in each classroom for drop-off and pick-up:

1. Telephone numbers of school or classroom will be given to each family. In event of an emergency that will cause parents/guardians to be delayed, they are to call immediately and notify staff.
2. If the appointed pick-up time passes without contact from the parents/guardians, staff will follow these procedures:
 - a. Efforts will be made to contact the parents/guardians or other authorized individuals.
 - b. If unsuccessful, staff will contact Child Protective Services.
 - c. If we need to call the parents/guardians three times in reference to late pick-up, an attendance improvement plan will be created. If the issue is not resolved according to the attendance improvement plan guidelines, the child may be placed back on the waitlist.

Staff will not allow children to be signed out to an unauthorized adult, or to an adult who appears to be intoxicated or otherwise impaired. If there is an attempt to remove a child by an unauthorized adult, or to an adult who appears to be intoxicated/impaired, staff will try all they can do within reason to prohibit the child from leaving the classroom. If the adult is not compliant to policy, 911 is called and the incident is reported to a member of management.

Child Abuse Reporting Policy

Utah Law requires any person who has reason to believe that a child has been subjected to abuse, neglect, or dependency, to immediately notify the nearest office of Child and Family Services, a peace officer, or a law enforcement agency. Abuse, neglect, or dependency of a child can be physical, emotional, or sexual. If you have concerns about possible abuse, call 801-855-323-3237.

Child Sexual Abuser Restrictions

A sex offender that has perpetrated against a person younger than 18 years of age may not be on school premises, unless the school determines that the individual's presence is needed to fulfill parental responsibilities with the child's education. The sex offender is also excluded from attending any school activities whether they are on the school premises or at a public location.

Rights of Custodial and Non-Custodial Parents Concerning their Child's Education

A request for information by a non-custodial parent must be in writing, a notarized statement of identification, or they must come in person with appropriate picture identification, and current contact information. Unless there is a court order forbidding contact, a non-custodial parent can access information about their child's routine, school activities, development, injuries, or illness. Information about a child or family cannot be given out over the telephone. Student information will not be disclosed to non-custodial extended family members. A child must be registered, and permanent records maintained under the legal surname appearing on the birth certificate. Staff must remain neutral in all matters.

Confidentiality

All information regarding children and families is treated as confidential by every staff member. No information will be given out about any child or family by telephone. All requests for information must be in writing and are subject to review by the Director. If parents are separated or divorced, information may be obtained by either or both parents upon receipt of written request, unless a court order prohibiting a parent from receiving the information is produced. Information may be released to, or received from, another agency or individual providing that a "Release of Information" form is signed by the parent.

Early Head Start Home-Based Option

The home-based program option delivers the full range of Early Head Start services through home visits with the child's parents. For the full benefit of the home visit, parents are asked to fully participate in educational activities in the home and assist in the planning of the visits. Parents can do this by keeping their scheduled visits, having their child dressed and ready to have fun, be actively involved, help plan activities with the home educator, work on activities throughout the week to reinforce the concepts from the visit, and accompany their child to socializations. Teachers will provide information, materials, and ideas for visits, inform the parents of program activities and resources, maintain confidentiality, and assist parents in writing goals for their child.

Full-Day Head Start and Early Head Start Option

The full-day program option is designed to benefit the development of the child while supporting the parents in their educational/employment goals. This option is for parents attending full-time educational programs, employment, or a combination of both, which requires a minimum of 6 hours per day, five days a week. The full-day option provides center-based services during the months of August through May. During June and July there will be weekly home visits and socializations that benefit the development of the child.

To find more information about the Davis Head Start & Early Head Start program please visit:



Davis Head Start & Early Head Start Health Information

Illness and Exclusion

The following guidelines should be used in determining if your child should stay home from school:

1. The illness prevents your student from participating comfortably in activities.
 2. The illness results in a greater need for care than the staff can provide.
 3. The student has any of the following conditions, unless a health professional determines the student's condition does not require staying home from school:
 - Appears to be severely ill
 - Fever - temperature of 100.4 F or above until temperature is normal for 24 hours without fever reducing medication
 - Marked drowsiness or malaise (a vague feeling of physical discomfort or uneasiness) as seen early in an illness. Student just doesn't "feel well"
 - Muscle Pain
 - Difficulty Breathing
 - Headache
 - Loss of sense of taste or smell
 - Diarrhea - defined as an unusual number of stools or unusually liquid stools compared to the student's normal pattern
 - Blood in stools - not explained by dietary change, medication, or constipation
 - Vomiting/nausea - more than 2 times in 24 hours
 - Severe abdominal pain
 - Less severe abdominal pain - that continues for more than 2 hours
 - Mouth sores with drooling
 - Rash with fever
 - Sore Throat - If white spots can be seen in the back of the throat or if fever is present, keep the student home
 - New and persistent cough (not related to asthma or allergies)— a student with a "heavy" cold and hacking cough should be at home even if there is no fever
 - Any break in the skin in the weeping/oozing stage – unless protected (covered) and/or diagnosed as noninfectious
 - Impetigo - until 24 hours after treatment has started
 - Streptococcal infection (strep throat or other streptococcal infection)- until 12 hours after treatment has been started
 - Head lice - until after the first treatment (Refer to DSD Head Lice Protocol)
 - Scabies - until after treatment has been given
 - Any Communicable Disease – may return to school as per direction from the health department
 - Any condition determined by the local health department to be contributing to the transmission of illness during an outbreak
- Please be mindful of these symptoms and keep sick students' home to make the school and classroom a healthy and safe place.
(Communicable Disease Bureau, Davis County Health Department, and the American Academy of Pediatrics reviewed and approved by Davis School District Health and Nursing Services and Special Education Nursing Services.)

Medication Administration

Medications, either prescriptive or non-prescriptive, are not to be administered to children by staff. Parents are responsible to give medications before or after school. In extreme medical conditions where your child needs medication to attend class, there must be a written plan from your child's doctor in place before medication can be administered.

Plan Must Include:

- A signed parental/guardian and licensed medical provider request/authorization form, and current photograph of the child on file
- The actual prescribed medication is in the original container
- Only designated staff is authorized to administer medication
- Training is provided for the employee on administering the medication and possible side effects
- Records are maintained pertaining to daily administration of medications to children
- A secure location is provided for safekeeping and is accessible only by authorized staff

Immunization Requirements

The Davis Head Start program and Utah State law require your child be immunized before he/she can attend class.

The following chart shows which immunizations are required, the number of shots needed, and what age they should be received for entering an early childhood program.

Immunization Name	Total Number of Shots Needed	Recommended Schedule
Diphtheria, Pertussis, Tetanus (DPT)	4	2 months, 4 months, 6 months, 15 to 18 months
Hemophilus B (HIB)	3 or 4	2 months, 4 months, possible 6 months, 12 to 15 months (one must be given after 1 st birthday)
Polio	3	2 months, 4 months, 6 to 18 months
Measles, Mumps, Rubella (MMR)	1	On or after 1 st birthday
Varicella (Chicken Pox)	1	On or after 1 st birthday
Hep A	2	One on or after 1 st birthday, Second given 6 months later
Hep B	3	Birth, 1 to 2 months, 6 to 18 months
Pneumococcal (Prevnar 13)	3 or 4	2 months, 4 months, 6 months, 12 to 15 months (one must be given after 1 st birthday)

Exemptions

To receive a vaccination exemption form, the legally responsible individual who claims the exemption for the student must complete the online immunization education module by visiting the following link: <https://immunize.utah.gov/immunization-education-module/>. If the legally responsible individual who claims the exemption for the student declines to take the online education module, he/she can obtain a vaccination exemption form from a local health department and receive an in-person consultation. For more information, please contact the Utah Department of Health at 801-538-9450.


Early Periodic Screening Diagnosis and Treatment (EPSDT)

The Early and Periodic Screening Diagnosis and Treatment (EPSDT) Program provides children under the age of 21, and on Medicaid, with regular health checkups, immunizations, and treatment for health problems. It also assists pregnant women with accessing prenatal care. Many children have health problems that can be treated if they are found early. Regular checkups that EPSDT provides can help keep your child healthy. They can also help determine if your child has hearing, vision, or other health problems. If any medical conditions are found, EPSDT can help your child receive appropriate treatment. Also, early regular prenatal care means better health for mothers and babies.

Early	Identifying problems early, starting at birth
Periodic	Checking children's health at periodic, age-appropriate intervals
Screening	Doing physical, mental, developmental, dental, hearing, vision, and other screening tests to detect potential problems
Diagnosis	Performing diagnostic tests to follow-up when a risk is identified
Treatment	Treating the problems found

Your Medical Rights

- You and your child have a right to privacy and treatment with fairness and dignity
- Medical care cannot be denied based upon race, color, disability, nationality, sex, religion, or age
- You have the right to review and know about all available treatment options for you and your child
- You have the right to participate in decisions involving your child's medical care
- You have the right to request a copy of your child's medical record

DAVIS HEAD START HEALTH REQUIREMENTS													
	MONTHS									YEARS			
	1	2	4	6	9	12	15	18	24	30	3	4	5
PLEASE PROVIDE DOCUMENTATION AFTER EACH VISIT. ALL REQUIREMENTS DUE AT ENROLLMENT.													
WELL-CHILD EXAM	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEAD & IRON *						✓	✗	✗	✓	✗	✗	✗	✗
IMMUNIZATIONS		✓	✓	✓	❖	✓	❖	✓	❖	❖	❖	❖	❖
DENTAL EXAM †						✓ †				✓ †		✓ †	✓ †
❖ IMMUNIZATIONS MAY BE GIVEN † RECOMMENDED EVERY 6 MONTHS * NECESSARY AT TIME OF ENROLLMENT IF NOT PREVIOUSLY OBTAINED ★ VISION AND HEARING SCREENING REQUIRED WITHIN 45 DAYS OF ENROLLMENT													

Well-Child Exams

The Davis Head Start program requires parents to provide current and updated well-child exams and immunizations for all enrolled children. Many people wonder why they should take their child to the doctor, especially if their child is not sick. During the first few years of a child's life there is a large amount of growth and development. When under the care of a doctor, this development can be monitored, and any problems found can be more easily addressed.

Iron

Davis Head Start requires all enrolled children have and provide results for an iron screening at 12 (or at time of enrollment). This should be done as part of a well child exam. Iron helps your blood carry oxygen to your muscles and organs. People have more energy and are healthier when there is enough iron in their blood. Some good sources of iron include meat, like beef, fish, and pork. Iron enriched cereals, poultry, and beans are other good sources as well. Also, eating or drinking vitamin C helps your body to use iron better. Some good sources of vitamin C are strawberries, kiwi, tomatoes, and broccoli, and 100% juice such as orange juice. If you have an infant, breast feeding is best. However, if your child is on formula, make sure it is fortified with iron. The best way to detect if a person has enough iron is through a blood test. A simple finger prick is enough blood to get a person's iron level.

Lead

Davis Head Start requires all enrolled children have and provide results for a lead screening at 12 and 24 months (or at time of enrollment). This should be done as part of a well-child exam. Lead is a poisonous metal that contains a neurotoxin that is harmful to fetuses and developing young children. Children may be exposed to lead poisoning from a variety of environmental sources. The primary source in young children is through contaminated dust from deteriorating lead-based paint in older homes. Lead poisoning is a serious, yet preventable condition that is particularly damaging to young children; it can affect a child's brain, kidneys, bone marrow and other body systems. There can be adverse health effects even at low blood lead levels. Extremely high levels can result in seizures, coma, or even death. This is of concern since children often do not display obvious symptoms of elevated lead levels. The best way to detect elevated lead levels is through a blood test. A simple finger prick is enough blood to get a person's lead level.

Dental

Davis Head Start requires parents to provide a current dental exam for all enrolled children over the age of 1. Oral health is very important for a child's proper development, not only to bite and chew food that the body needs, but also for speech as well. Saliva in your mouth converts food, especially sugar, into acids. These acids form a sticky substance called plaque that sticks to the teeth and creates holes in the tooth, which causes cavities. Plaque begins to accumulate on teeth within 20 minutes after eating. If this plaque is not removed thoroughly and routinely, tooth decay will not only begin, but flourish. There are many things you, as a parent, can do to promote good oral health.

Tips for oral health:

- Do not put your infant/child to sleep with a bottle, it may weaken and rot teeth as they are developing
- Visit the dentist every six months and fix any problems found before they become bigger
- Eat healthy foods and limit the amount of sugar
- Use Fluoride. Davis County cities have fluoride in their water. Fluoride makes teeth more resistant to cavities

Davis Head Start & Early Head Start Classroom Information

Daily Schedule- A typical Day might include:

Davis Head Start & Early Head Start teachers implement well-organized learning environments with developmentally appropriate schedules: lesson plans, indoor and outdoor learning experiences with adequate opportunities for choice, play, exploration, and experimentation using a variety of learning, sensory and motor experiences. For infants and toddlers, our teachers promote relational learning and include individualized and small group activities that integrate appropriate daily routines into flexible schedule of learning experiences. For preschool age children, teacher-directed and child-initiated activities, active and quiet learning activities, and opportunities for individual, small and large group activities.

Arrival
Breakfast
Teeth brushing/read aloud
Circle
Choice and Small Group
Outdoors
Lunch
Choice and Small group
Circle
Home

Curriculum

Davis Head Start & Early Head Start's curriculum is planned to meet the needs and interests of the children and is child driven and directed. It is aligned with the Head Start Early Learning Outcomes Framework and supports school readiness. Creative Curriculum is used to assure that developmentally appropriate practices are implemented. All classroom activities build on the interests and cultures of the children by using information from assessments, observations, parent feedback, work samples, and portfolios. Social/Emotional curriculums and programs are included in the classroom experience. These curriculums include (but are not limited to): Second Steps, Conscious Discipline and Talking about Touching.

Parent Teacher Conferences

Head Start/Early Head Start teachers conduct two Parent Teacher Conferences, one in the fall, and the other in the spring. Conferences are used to set goals, review the child's strengths and needs, review portfolios, discuss the transition process and to send home reinforcement activity ideas to help the child reach his/her goals at home.

Classroom Volunteering & Parent Participation

One of the best ways for parents to understand and enrich their child's classroom experience is to participate in the program as a volunteer. By participating, parents can see how teachers interact with the children to promote learning and growth. In addition, they can gain firsthand knowledge about the curriculum and how it is implemented. When parents participate in the Early Childhood Program, children benefit in many ways. More adults in the classroom means more individual attention for each child. Younger children are not to be brought to the classroom or on field trips. We find that the enrolled child does not receive the much-needed support you are there to give him/her with other children present. Your assistance is vital to our program. We encourage you, or another adult who is important to your child, to sign up and volunteer at least two days each month. When volunteering in the classroom, we ask that you follow the same standard of dress that is expected of the staff. Please refrain from wearing low-cut, tight blouses or shirts, skirts/shorts above the knee, or graphic images on clothing. By observing this dress standard, you will maintain a professional environment.

Emergency Response

All employees are trained to protect children and themselves in various emergency situations such as a variety of health emergencies, natural disasters, fire, community violence, possible intruders, and the attempted removal of a child by unauthorized adult or adult that appears to be intoxicated/impaired. All staff are certified in CPR, AED, and First Aid. Procedures may vary at each classroom site. Employees follow procedures unique to their building's plan, including Standard Response Protocol and their building's individual Emergency Preparedness Plan. Emergency numbers are posted near the closest available phone.

For more information visit www.davis.k12.ut.us/departments/risk-management

Food in the Classroom

Davis School District provides breakfast and lunch for all enrolled children in the classroom. Teachers may provide food experiences and snacks in the classroom as available. If there are health or religious reasons for your child to not have certain foods, a health plan must be in place before any changes or substitutions can be made. Teachers limit sugar snacks to a maximum of two per month. Parents who wish to bring a treat for the class should check with the teacher for what would be appropriate. Food that is prepared, cooked, bottled, or packaged in a private home are not allowed in the class. Only commercially prepared and packaged foods are permitted. Food brought into class must be brought in its original, unopened container.

Field Trips

A certain number of parents will be invited to participate and help supervise children on each walking field trip. Parents should be actively involved in supervising the children. No smoking is allowed. Dress code requirements are found in the Parent Participation section of this book. Parents are responsible for items taken on field trips. Valuables and money should be left at home. Parents should make certain that children are appropriately dressed for the weather.

Holiday Celebrations

Staff are mindful of, and sensitive to, the different beliefs of all children & families. No activity is conducted that causes a preschool child to be excluded. Teachers may introduce cultural traditions, which reflect the composition of the children in class, without religious emphasis. Activities which emphasize the positive values of this season that are shared by all people such as peace, goodwill, kindness, unselfishness, giving, and brotherhood are planned by the staff.

Davis Head Start Parent Engagement Opportunities

Parent-child relationships are key to a child's healthy development, school readiness, and well-being now, and in the future. Here at Davis Head Start parent engagement is top priority. You are your child first, and most important teacher!

Culture & Diversity

An important goal of Davis Head Start & Early Head Start is to make all families feel welcome. We encourage parents to come into the classroom and share their language and culture. Parents can do this several ways including reading a story, singing a song, and volunteering in the classroom. Please talk with your Teachers and Family Service Workers. We are happy to help incorporate all families culture and diversity into our program.

Be There Activities

A Be There activity is a parent meeting that provides educational training and activities for parents/guardians. These activities are held regularly in the school during a specific class time. A Be There activity incorporates hands on experiences that support children's development. Parents are encouraged to repeat these activities in their home environments. These activities are held throughout the year. During the Be There activity, the class Chair will distribute program information collected at Policy Council to share with parents. Please do not bring siblings to this event. This event is for parents/guardians and their Early Head Start/ Head Start child only. An open house format is followed for full day options in Head Start and Early Head Start. If volunteer restrictions are in place, teachers will send Be There activities to be done at home.

F.I.T (Families Involved Together) Activities

F.I.T Activities are program-wide activities that include the whole family. Parents are invited to serve on the planning committee for these activities. Parents are strongly encouraged to support their child and their learning by attending these activities with their families. Information about these activities will be distributed throughout the year.

Policy Council, Parent Leadership, and Program Governance

Policy Council fulfills a very important function in Davis Head Start & Early Head Start. Policy Council is responsible for the direction of the agency's Head Start & Early Head Start Programs. Parents join with staff and other policy council members once a month to hear reports as well as make decisions about the design and operation of Head Start. Policy council members plan and develop program goals and budgets. After Policy Council meeting, the classroom Chair takes the information learned from Policy Council back to their classes to share with staff members and parents during Executive Committee meetings as well as parent meetings and activities. Policy Council consists of representatives elected from each classroom, various community agencies, and Head Start & Early Head Start staff. The Policy Council consists of Chair, Vice- Chair, Secretary, and when possible, Fatherhood Representative. The Chair attends monthly Policy Council meetings where they represent their class. All class officers are elected each year at parent orientation.

Policy Council Member Responsibilities:

Chair

Work with staff and other class officers to plan F.I.T & Be There activities. Conduct executive meeting with class officers, Family Service Worker & Teachers Provide agendas for Executive, F.I.T & Be There activities

Arrange for a place & time to meet (must be in a public space)

Attend monthly Policy Council meeting, Be There, & F.I.T activities & fulfill assigned duties assigned for each

Share Policy Council information at Executive meetings, Be There & F.I.T activities

Encourage all members and parents to get involved, delegate responsibilities

Recognize parent contributions at year-end Be There activity

Vice Chair

Perform all duties of class chair in their absence . Attend

Executive Meetings, F.I.T, Be There & Fatherhood activities

Attend quarterly FISH advisory meeting and be the Fatherhood point of contact for your class

Volunteer in the classroom & at FISH activities

Secretary

Record Minutes of Executive Meeting, F.I.T & Be There activities

Have F.I.T & Be There activity minutes approved & signed by Chair & Secretary at each activity & when possible translated in the child's first language

Attend all Executive meetings, F.I.T, & Be There activities

Send reminders to parents in the classroom about upcoming program and classroom activities

Take attendance at Executive meetings

Volunteer in the classroom

Parent Executive Meetings

Executive Meetings are held 6 times per year at a public place. During each Executive Meeting, class officers, along with support of the Family Service Worker and teachers, will plan for future Be There activities. At each Executive Meeting, an agenda is followed, attendance is taken, and minutes are written by the class Secretary. The class Chair and Secretary sign the minutes and put a copy in the class Parent Activity Notebook located in the classroom. Class Officers assist staff in teaching parenting skills including learning about the intellectual, physical, mental health, and nutritional needs of children. They help carry out daily activity plans, conduct and participate in formal/informal programs, and activities for the class.

F.I.S.H

We recognize the importance of the involvement of the father and other father figures in the lives of children. To help support and encourage male involvement in the home and in the classroom, F.I.S.H. was created. F.I.S.H. stands for Fathers Involvement in Shaping Head Start Children. This program provides monthly father/child activities that will help to strengthen the relationship between the father and child, allowing for some one-on-one time. These activities will also help to build important life skills such as communication with your child and academic skills such as reading. There are fatherhood classes and workshops offered through our Family Connection Corner. Our F.I.S.H program provides an incentive reading program ("License to Read") that encourages fathers/father-figures to read to their Head Start child at home. Free books are given out to those that consistently read 20 minutes per day to their child. Children with involved, loving fathers and father figures, are significantly more likely to do well in school, have healthy self-esteem, exhibit empathy and pro-social behavior, and avoid high risk behaviors such as drug use, truancy, and criminal activity compared to children who have uninvolved fathers/father figures.

In-Kind

Each year the Federal Government requires that each Head Start program match the funds they receive to operate the program with a 25% in-kind match. How do we reach this lofty goal? Most of the in-kind funds will come from the volunteer hours that parents/guardians, grandparents, and other family and community members donate to the program. We encourage families to spend 30 hours monthly per Head Start/Early Head Start child. This goal can easily be obtained each month by working on your child's classroom goals set by you with your classroom teacher. Examples of goals include, but are limited to, reading with your child, playing matching games, sorting, puzzles, board games, etc. Other in-kind might include volunteering in your child's classroom, participating in the Be There activities, and serving on committees such as Policy Council. If you need any assistance or have any questions, please refer to your Family Service Worker or call the Fatherhood/Volunteer Specialist at 801-402-0664.

Head Start Early Learning Outcomes Framework (ELOF)

Davis Head Start & Early Head Start uses the Early Learning Outcomes Framework: Ages Birth to Five (ELOF). This framework presents five broad areas of early learning, referred to as central domains. The framework is designed to show the continuum of learning for infants, toddlers, and preschoolers. It is grounded in comprehensive research around what young children should know and be able to do during their early years. This can assist you in making in-kind goals for your child.

English Language Development

Approaches to Learning Ages 0-5 Years Approaches to learning allows children to acquire new knowledge, learn new skills, and set and achieve goals for themselves			
Birth to 18 Months	9 Months to 18 Months	19 Months to 3 years	3 to 5 Years
Use touching, rubbing, or caressing when interacting with your infant	Hide a bulky object under a blanket and see if your child will look for it	Finger paint. Show your child how much fun it is and allow them to participate	Discuss how items are alike and different
Encourage the baby to reach for your face	Let your child play in the mirror and see themselves playing	Play with cups of different sizes to put together and stack	Play with puzzles and building toys
Slowly hide a toy and ask, "Where did it go?" and "Here it is!"	Look at photographs and name and point to everyday objects and people	Play matching games. While the child is exploring them, talk to them about similarities and differences	Play games that require following directions such as Candyland, Memory, and Go Fish
Take your infant's hands, encourage them to touch your mouth, nose, and eyes as you talk to them	Encourage your child to imitate you playing with a simple toy		Make collections then sort by size color and shape

<p style="text-align: center;">Social & Emotional Ages 0-5 Years</p> <p style="text-align: center;">Positive social & emotional development provides a critical foundation for lifelong development & learning</p>			
Birth to 18 Months	9 Months to 18 Months	19 Months to 3 years	3 to 5 years
<p>Look at and talk to your infant as you feed and hold him or her</p> <p>Talk, smile, and nod when your infant looks at you. Eye contact is baby's way of saying I'm ready, talk to me</p> <p>Splash water in the tub or sink with your infant</p>	<p>Play a GIVE ME game. Hand and object back and forth a few times</p> <p>Play PEEK A BOO with a cloth. Let the child pull the cloth off their head</p> <p>Build a tower with blocks and let your child knock it down</p>	<p>Toss a ball across the room and enjoy chasing it with your child</p> <p>Model hugging, kissing and patting dolls and stuffed animals during play</p> <p>Point out pictures of children with different facial expressions. Talk about how they might feel</p>	<p>Discuss a variety of feelings and use questions to help your child identify them, read books on feeling and emotions</p> <p>Use pictures or cut photos from magazines of people displaying various emotions</p> <p>Discuss ways to calm down and relieve stress</p>

<p style="text-align: center;">Language & Literacy Knowledge Ages 0-5 Years</p> <p style="text-align: center;">Language skills are predictive of later success in learning to read, write and demonstrate social competence. Early literacy learning provides children with the opportunity to explore books, storytelling, and other reading and writing activities</p>			
Birth to 18 Months	9 Months to 18 Months	19 Months to 3 years	3 to 5 Years
<p>Imitate your infant's sounds back to them</p> <p>Smile, coo and talk to your infant during a bath, feeding and dress time</p> <p>Play vocal games using a variety of sounds: "Ahhh" "Ooo" "Eee" "Ahh-ee"</p> <p>Sing, hum or turn on soothing music when your infant is fussy</p>	<p>Sing simple songs with your child</p> <p>Continue to name familiar objects & actions during the day. Give your child a chance to imitate you</p> <p>Expand your child's one-word sentences. If your child says "up" you respond back "Jimmy wants up"</p> <p>Let child read and explore books on their own. Label the pictures in the books</p>	<p>Allow your child to give messages. "Tell daddy it is time for dinner"</p> <p>Ask your child questions. Let your child recall activities you have done. "I went to the store"</p> <p>Label your child's feelings. "You're crying, you feel sad"</p> <p>Draw simple pictures of familiar objects. Let your child label them</p>	<p>Read to your child daily, include nursery rhymes</p> <p>Make up riddles, jokes, and stories</p> <p>Scribble and draw using pencils, crayons, and markers</p> <p>Re-tell a story or tell of family experiences</p> <p>Help your child make a grocery list</p>

Perceptual, Motor & Physical Development Ages 0-5 Years Physical development refers to physical well-being, use of the body, muscle control, and appropriate nutrition, exercise, hygiene, and safety practices			
Birth to 18 Months	9 Months to 18 Months	19 Months to 3 years	3 to 5 Years old
Use touching, rubbing, or caressing when interacting with your infant Encourage the baby to reach for your face Slowly hide a toy and ask, "where did it go?" and "here it is!" Take your infant's hands, encourage them to touch your mouth, nose, and eyes as you talk to them Offer a toy or rattle to each hand at various times	Hide a bulky object under a blanket and see if your child will look for it Let your child play in the mirror and see themselves playing Look at photographs and name and point to everyday objects and people Encourage your child to imitate you playing with a simple toy Allow your child to use everyday items such as plastic cups, old telephones, and blankets	Finger paint. Show your child how much fun it is and allow them to participate Play with cups of different sizes to put together and stack Play matching games. While the child is exploring them, talk to them about similarities and differences Give your child simple commands: "Please give me your shoes" Read books. Encourage your child to turn the pages	Exercise together Bounce, throw, and catch balls of different sizes Move to music Run, hop, skip, or dance Ride and steer a tricycle or bike Play games at the park that include balancing, climbing, and sliding or make an obstacle course

Mathematics & Cognition Development Ages 3-5 Years Math skills help children connect ideas, develop logical and abstract thinking and to question, analyze, and understand the world around them	Science Knowledge Ages 3-5 Years Science learning encourages children to discover the world around them and refine their understanding of it. It fosters a sense of curiosity and motivation to learn
Sort and identify items by color, shape, and size Matching games, sequencing, and patterning activities Look for pairs of things in the house Measuring with cups, spoons, etc. Make comparisons-more/less, larger/smaller, and taller/shorter	Go on an observation walk. Take binoculars or magnifying glass and something to record what you discover Use cooking activities to see differences in appearance before and after cooking Make popcorn and talk about how you use all your senses in the process

English Language Development
Ages 0-5 Years

English language development is the development of receptive and expressive English language skills for children who speak a home language other than English. Learning English lays the foundation for a successful start as children transition to public schools

Name body parts in English
Count in English
Name colors in English
Repeats simple phrases
Sings songs and finger plays
Request items in English
Begins to construct sentences, i.e. "The ball is round."
Follows directions in English
Engages in simple conversations with peers

Story Time

Story Time is offered once a month, a link to the story will be sent to parents/guardians. We read a book and have an activity that the children participate in. Each family will receive a copy of the book free of charge.

SEL

Social-emotional learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success.

People with strong social-emotional skills are more capable of coping with everyday challenges and benefit academically, professionally, and socially. From effective problem-solving to self-discipline, from impulse control to emotion management and more, SEL provides a foundation for positive, long-term effects on kids, adults, and communities.

Connection Corner-A place where all are welcome

Connection Corner is located at the Family Enrichment Center (500 East 250 South Kaysville, Utah). Connection Corner offers a variety of resources for families. Services include parenting classes, workshops, support groups, kindergarten readiness information, and a **monthly Story Time**. A large library of virtual books, and story bags are available at the Connection Corner. Materials offered are made available using many different platforms including Zoom, email, text, apps, and in-person. Classes and support groups focus on parenting, relationships, special needs, health, safety, violence prevention, building self-esteem and resiliency, child development, educational supports as well as information on applying for H.E.A.T and weatherization programs. Connection Corner and Davis Behavioral Health coordinate services to offer classes free of charge to all parents. Some classes include dinner and/or childcare. Some of the classes offered are Love & Logic, Strengthening Families, The Incredible Years, Finance Management, Nutrition & Cooking, Anger Management for men, women or children, Divorce Adjustment, and Project Davis.

Conscious Discipline

Davis Head Start and Early Head Start implements the Conscious Discipline parenting curriculum. This curriculum engages parents as partners in building healthy, brain-smart families. By engaging parents in this program, we help children grow and learn, uniting home families with school families. Information and activities will be provided throughout the year to improve parenting skills, increase parents' ability to manage their own emotions and respond to children's challenging behaviors, and improve emotional management and behavior in children. Conscious Discipline is based on scientific and developmental research and aligns with National Head Start standards.

Smith's



INSPIRING DONATIONS

Support **Davis Head Start** every time you shop at Smith's.

Signing up is free and easy!

1. Go to SmithsFoodandDrug.com/Inspire
2. Sign into your digital account or choose "Create an Account" and fill in the information.
3. Link your Rewards Card to your organization: Enter your organization's number **UA889** or at least 3 letters of your organization's name and click "Search", select the organization and choose "Save".

Then every time you shop at Smith's with your Rewards Card, they donate 0.5% of your total order to our nonprofit. *

Helpful Information

What purchases qualify?

Just about everything you purchase during your regular shopping trips! The only exclusions are alcohol, tobacco, postage stamps, Smith's gift cards, re-loadable gift cards and debit cards, lottery and promotional tickets, Western Union, fuel and sales tax.

Remember, there's no cost to participate in this program, and you'll still earn fuel points on eligible purchases every time you shop.

*0.5% based on eligible purchases. See helpful information for exclusions.



Davis Head Start Mental Health Services

Head Start and Early Head Start programs support the mental health of children, families, and staff. Early childhood mental health is the same as social and emotional well-being. It is a child's developing capacity to express and regulate emotions, form trusting relationships, explore, and learn—all in the cultural context of family and community. The mental health of children and the adults that care for them is essential for school readiness. eclkc.ohs.acf.hhs.gov/mental-health.

Davis Head Start & Early Head Start Mental Health Consultant

Davis Head Start & Early Head Start works with a mental health consultant. This consultant aims to build and improve knowledge of staff, families, programs, and systems to prevent, identify, treat, and reduce the impact of mental health problems among children from birth to age 6, and their families.

DECA (Devereux Early Childhood Assessment)

This screening and assessment questionnaire will be completed by parents and teachers for your child. DECA focuses on identifying key social and emotional strengths to support the development of social and emotional health. The screening and assessment tool provides resources for teachers and parents with research-based strategies to promote children's resilience.

Davis Head Start Family Education

Ideas on how to read aloud to your child:

Choose a book that will capture his/her attention.

Think about the topic, vocabulary, length, and illustrations and pick out a book that will be interesting to your child. You can do this together at the library or bookstore or you can get recommendations from the librarian. Being motivated to read and discuss books is a big factor in student reading success.

Look at the pictures and make a prediction.

Before you read, flip through the pages of the book with your child. Look at the illustrations, captions, etc. and ask your child to predict what the story is going to be about. Then, as you are reading, have them change/update their prediction(s) when you come across new information or clues in the book. Making predictions is a reading skill that aids in the comprehension and understanding of stories.

Start by reading the title, author, and illustrator on the front cover.

Don't just flip to the first page and start reading. Show them the cover and read the title. Tell them who the author and illustrator are and explain what those terms mean. Get them familiar with the parts of the book and comfortable discussing language in the book.

Read with expression

This isn't the time to worry about looking silly! Engage kids with funny voices, dramatic pauses, or whatever the plot calls for. Reading with expression not only makes the story come alive, it also teaches them about the mechanics authors use to convey different messages. This helps them remember and comprehend the book.

Stop while reading to discuss and ask questions

While we read, our brains are constantly processing, questioning, and assimilating the new information, so we need to start teaching children how to do this. Stopping to ask questions and make new predictions helps them to develop the comprehension skills they will use for the rest of their lives. Keep it simple and show them how to look back in the story or at the pictures to figure out the answer if they are unsure.

Make connections.

After you read a story, have your child make a connection between the story and their life. It could be about a similar situation they were in, another book they have read, or something they have seen somewhere else in the world. This takes comprehension to a deeper level and helps to foster a love of reading. A fun way to make story connections and play with reading is to do a book activity about the story after reading it.

Coffeecupsanddragons.com

Math at home

Bigger. Longer. Smaller. More. Less. The same. How Many? Math is more than just knowing numbers and counting, it's about organizing information, comparing amounts, and seeing relationships. Math involves logical thinking. Just as the alphabet song helps children learn the names of 26 letters and their order, counting songs and rhymes teach children to recite numbers in the correct order. They need lots of experience with objects to really understand what each number represents and to be able to think logically.

Math Ideas

What your child may do- String beads in a pattern: red, yellow, blue, red, yellow, blue

What we might say- "You just put a yellow bead on your string. How do you decide what comes next?"

What math skill did your child learn? - Making and repeating patterns

What your child may do- Make a fence out of blocks for the plastic animals

What we might say- "I see you made a fence to keep your animals safe. You made a rectangle."

What math skill did your child learn? - Recognizing and learning the names of shapes

Teaching Strategies- A Parent's Guide to Preschool

Staying Healthy

There are many things that we can do to stay healthy in our daily lives. These are some key steps to leading a healthy and happy lifestyle:

Staying Home When Sick - It's the best place to be when you are sick. There is someone there to take care of you, and you are not sharing your germs with your friends and getting them sick as well.

Bathing and Hygiene - You should wash your whole body regularly. Bathing keeps you clean and protects you from getting sick.

Sleep - Children need 10 to 11 hours each night. Some kids need more than others. Researchers believe that too little sleep can affect growth and the immune system.

Drinking Water - All living things must have water to survive. Kids should drink lots of water and they should have milk with their meals. Some reasons you need water include: helps fight off illness, helps digest food, helps get rid of waste, regulates body temperature, and helps to keep teeth clean.

Preventing Illness

Germs are everywhere and they cause illness and infections. A person gets sick when germs get inside the body and cause trouble. The most important thing that you can do to prevent getting sick and spreading illness is to wash your hands. In class, children wash hands before eating, after using the toilet, and after playing outside. Remind them to do the same at home.

Hand washing procedure

- Wet your hands with clean warm running water and apply soap
- Rub hands together to make lather
- Don't forget to rub wrists, between fingers, back of hands, and especially fingertips
- Continue rubbing hands for 20 seconds (have your child sing the ABC song)
- Rinse hands well under running water
- Dry your hands using a paper towel or air dryer

Always sneeze and cough into a tissue, or the crook of your elbow. Remember that you are setting an example to your children, so modeling this behavior makes this technique a habit.

When to wash your hands:

- Before preparing or eating food
- After going to the bathroom
- After changing diapers, or cleaning up a child who has gone to the bathroom
- Before and after tending to someone who is sick
- After blowing your nose, coughing, or sneezing
- After handling an animal or animal waste
- After handling garbage

Nutrition

Food gives us energy to be active and helps our bodies to heal wounds, fight off illness, and cure diseases. Having a nutritious diet provides our bodies with the substance for proper growth and development. You can find recipes for healthy meals at www.mealsmatter.org or www.choosemyplate.gov

Tips for Healthy Eating

- Have healthy snacks on hand: make a plan and add snacks to the grocery list, stick to it when shopping at the grocery store.
- Use a variety of foods- use fun colors, shapes, tastes, etc.
- Have kids help- children are more likely to eat what they help prepare.
- Plan for snacking times- a good time is halfway between meals.

Snack ideas for kids:

Any fruit (fresh, frozen, or dried), yogurt, peanut butter, hard-boiled eggs, cheese, nuts (sunflower seeds, peanuts, etc.), cereal, crackers, ice cream/frozen yogurt. For more ideas, start combining foods for fun and variety: peanut butter and sliced bananas, ants on a log (peanut butter in celery topped with raisins), cracker and cheese sandwich, fruit salad (variety of fruit and cool whip), waffles and peanut butter, fruit dipped in yogurt, applesauce on toast, cottage cheese and peaches, tomato sandwiches, peanut butter on crackers, banana wrap-around (spread peanut butter on tortilla and wrap around a banana). Wash it all down with milk or juice.

Sitting and Eating Together Family Style

Try to sit down together and eat as a family! You can talk about what you learned in school that day, or fun plans for the weekend. Studies show that families that eat together are closer. Make it a goal to turn off electronics and engage.

The Importance of Breakfast

Starting off the day with a good breakfast is important for children and adults. Here are some breakfast ideas: eggs, French toast, waffles, pancakes, cold cereal and milk, hot cereal, whole-grain toast, bagel, English muffin with cheese, yogurt with fruit or nuts, or any fruit smoothie.

Variety

When you eat different foods, you're more likely to get the nutrients your body needs. Taste new foods as well as foods you haven't tried in a while.

What to Drink:

When you're thirsty, water is the best. Milk is very important too.

Kids need calcium to grow strong bones. Milk is a great source of this mineral. Limit juice to 2-3 times per week. Avoid soda, as it is full of sugar, and many times contains caffeine, which reduces the absorption of calcium and iron. This is especially harmful for children who need these to develop and grow properly.

Listen to Your Body

What does it feel like to be full?

When you're eating, notice how your body feels and when your stomach feels comfortably full.

Fast Food

Studies have shown that people who eat out a lot at fast food restaurants tend to eat fewer vegetables, exercise less, have higher body fat, and have more fat in their diets than people who do not eat fast food.

Picky Eating

Picky eating and wanting to eat the same foods over and over is common in children. Don't be overly alarmed, as this is normal. It may not seem like your child is eating enough, but it is probably more than you think. Children usually balance the food they eat over several days, not meal-to-meal, or day-to-day. Having your child help prepare snacks and meals will encourage them to try new foods.

Here are some things you can do to encourage proper eating:

- Offer a variety of nutritional foods
- Do not force your child to eat
- Ensure that there is enough time to eat
- Limit distractions, especially TV
- Plan menus with foods that your child likes along with foods that are new
- Go slowly by serving small portions of new foods. It is common for children to try a new food 15-20 times before accepting it
- Your child has different tastes than you. Children's tastes change over time
- Make mealtimes pleasant, not a time to argue over food
 - If you still have concerns about your child's eating, consult your health care provider

Feeding Young Children

Do not give your baby cow's milk until at least one year old. Then, offer whole milk until two years old. Do not give honey until after one year of age.

Food Groups

The five food groups are the building blocks for a healthy diet. They include dairy, protein, vegetables, fruits, and grains. Below is a chart which gives food examples that fit into each group, how many servings of each, and the portion size.

Dairy	Protein	Vegetable	Fruit	Grain
Food examples: ➤ Fat-free or 1% milk ➤ Yogurt ➤ Cheese	Food examples: ➤ Beef ➤ Chicken ➤ Beans ➤ Eggs ➤ Nuts ➤ Tofu	Food examples: ➤ Celery ➤ Asparagus ➤ Avocado ➤ Tomatoes ➤ Carrots	Food examples: ➤ Apples ➤ Peaches ➤ Bananas ➤ Cherries ➤ Grapes ➤ Oranges	Food examples: ➤ Whole grain bread ➤ Cereal ➤ Rice ➤ Pasta ➤ Bagel
Servings per day: 2 to 3	Servings per day: 2 to 3	Servings per day: 3 to 5	Servings per day: 2 to 4	Servings per day: 6 to 11
1 Serving = ➤ 1 cup milk ➤ 1 cup yogurt ➤ 2 ounces of processed cheese	1 Serving = ➤ 2 ounces ➤ Cooked lean meat ➤ 1 egg ➤ 1/4 cup beans	1 Serving = ➤ 1 cup of lettuce ➤ 1/2 cup of carrots ➤ 3/4 cup 100% vegetable juice	1 Serving = ➤ Banana ➤ Peach ➤ Orange ➤ 3/4 cup fruit juice	1 Serving = ➤ 1 slice of bread ➤ 1/2 cup rice or pasta ➤ 1/2 cup cooked cereal ➤ 1 cup cold cereal

Tips for Healthy Habits:

- Increase physical activity
- Be a role model. Children will be more active if they see you being active
- Limit amount of TV and video games
- Provide activities where the child can increase movement
- Teach healthy eating habits. Offer healthy snacks. Teach children to stop when they are full
- Don't drink calories, such as soda or excessive juice

Exercise & the Benefits of Exercise

Be a good example to your child(ren). Find ways to be active every day. Go for a walk, ride your bike, jump rope, practice hopscotch, play catch, ride your scooters, or swim. Exercise isn't just running, push-ups and sit ups. Exercise is walking around the store, taking stairs, and playing on a playground. Children need lots of physical activity; they feel better when they are active. Adults do too! Exercise helps our bodies to grow strong and develop properly and allows children to release energy. Exercise is also a great way to relieve stress and promotes good mental health. Exercise has shown a reduction in certain diseases such as diabetes, heart problems, etc. It can also be a great way to bond with your child(ren) and gives both you and your child(ren) a sense of accomplishment.

Limit Electronics

Limit time you spend watching TV, movies, playing video games, and using the computer.

Energy Balance

The key to successful weight maintenance is to create a balance between the calories you take in and the calories you burn through daily physical activity. When you eat more calories than you use, you gain weight. When you eat fewer calories than you use, you lose weight.

Safety & First Aid

Home Safety

Would you know what to do if there was a fire at your house? An escape plan can help everyone get out of a burning house quickly and safely. Practicing fire drills at home helps prepare everyone for a real emergency. You can prevent fires by keeping matches and lighters out of reach of young children.

Tips on Home Safety:

- Supervise the play of your child(ren)
- Get on the floor and see your home from your child(ren)'s point of view
- Look for possible dangers: coins to swallow or choke on, TVs that could fall, window blinds or curtains that can easily be pulled down, or have cords/strings that could cause strangulation
- Use gates at the top of stairs and keep the stairs free of toys and other objects
- Baby walkers are not recommended. Babies in walkers can easily tip over or fall downstairs
- Keep your house clean. Put away plastic bags, mop up spills quickly, pick up excess clutter, etc.
- Buy safety devices for electrical outlets. Replace worn electric cords. Keep extension cords out of reach of children
- Buy safety devices for cupboards and door handles
- Avoid toys with sharp points and small removable parts
- Check your house again when your child starts to pull up on furniture to walk
- Have smoke, carbon monoxide detectors, and fire extinguishers in your home
- Check the batteries in smoke and carbon monoxide detectors every six months
- Have a first aid kit stocked in an accessible area in the home

For safety tips and additional home safety checklists visit safekids.org

Kitchen Safety

Kitchens are probably the most dangerous part of the house. Knives, hot stoves, medicines, and other items are potentially dangerous. Supervise your child(ren) as they help you in the kitchen. When working with food it is ideal to keep it below 40 and above 160 degrees. Bacteria and other germs multiply fastest between these temperatures. Always wash your hands with soap and water before you begin. Be sure to wash your hands after handling food. You can fight germs by keeping your work surfaces (counter-tops, cutting boards, knives) clean and dry. Wash them with soap and warm water after you're done cooking.

Tips on Kitchen Safety

Cook all potentially hazardous foods to an internal temperature of 165 degrees. Cool the food as soon as possible to 40 degrees or below by putting it in the refrigerator. Do not cross contaminate your food. Use separate utensils for raw and cooked foods. Do not put cooked meat on the same plate where the raw meat was placed.

Gun Safety

A real gun is never a toy!

Tips on Gun Safety:

- Keep firearms UNLOADED AND LOCKED UP at all times
- Use trigger locks, even on guns that are locked up
- Store ammunition separately and keep locked up safely away from children
- Always keep the keys to the gun safe with you
- Teach your children that guns are not toys and they should never be pointed at anyone

Bike Safety

Bike riding is a lot of fun, but accidents happen.

Tips on Bike Safety:

- Always wear your bike helmet
- Don't wear dark clothing in the evening. Use reflectors or reflecting tape on your bike and clothing
- Ride on sidewalks. Do not ride in the street and always stop at a stop sign or a red light
- Watch for cars, especially pulling out of their driveways
- Walk your bicycle across busy intersections

Car Seat & Booster Seat Safety

Utah State law requires all children under the age of 8 to ride in an appropriate car seat or booster seat that is used according to manufacturer directions. Children who are not yet 8 years old but are taller than 57 inches do not have to use a booster seat. However, a properly adjusted seatbelt must be worn. Utah law requires that all other passengers wear a properly fitted seat belt. (Utah State Law 41-6a-1803). For more information on car seat safety check out [Error! Hyperlink reference not valid.or www.car-safety.org/rearface.html](http://www.car-safety.org/rearface.html)

Never leave your children in the car alone

Even for a quick errand, the risk to the child is not worth the convenience to the parent. The danger is that heat rapidly builds up in a locked car. A child can die in a surprisingly short amount of time in a hot car. Don't risk it, always take children with you.

Water and Sun Safety

When the weather turns warm, everyone wants to be in or around the water. For people between the ages of 5 and 24, drowning is the second leading cause of accidental death. Always supervise children whenever they are in or near water.

Tips on Water Safety:

- Children drown in pools, spas, canals, ditches, bathtubs, sinks, toilets, and buckets of water
- Children are top-heavy. When they fall in, they cannot get out
- Hot tubs and spas are not recommended for young children
- When doing water activities, use Coast Guard approved life jackets, made for your child's weight and size
- Use a life jacket at the beach or pool if your child does not swim. Water wings and inflatable toys are NOT a substitute for a life jacket

Sun exposure is our primary source of vitamin D, which helps us absorb calcium for stronger, healthier bones. However, it doesn't take much time in the sun for most people to get the vitamin D they need. Protecting you and your child from repeated unprotected exposure to the sun's ultraviolet rays can decrease the risk of skin damage, eye damage, immune system suppression, and skin cancer (even people in their twenties can develop skin cancer).

Tips on Sun Safety:

- Always wear sunscreen, especially between 10:00AM-4:00PM. It is good to reapply sunscreen every 2 to 3 hours. Do this more often if you've been swimming or sweating - even if the sunscreen is waterproof
- Be sure to put sunscreen all over your body. This includes some places you might not think of, like the ears, the back of your neck, your face, and the tops of your feet
- Wear proper clothing. Light colored (white) clothes reflect a lot of the sun's rays from your body, while dark colored (black) clothes absorb the sun's rays, making you hot

- Take frequent breaks from the sun by going indoors or moving into the shade
- Drinking water is an important part of staying healthy, especially when it's hot outside. When you're sweating, you lose water that your body needs to work properly
- Signs that you or your child may be overheated includes feeling tired, dizzy, weak, nauseated, or get a headache. Call your doctor or 911 if you suspect you or your child may be in need of immediate medical attention

Personal Safety

Most strangers aren't dangerous and wouldn't do anything to hurt kids. Dangerous people don't always look scary or mean. Practice stranger danger with your kids regularly.

Tips on Personal Safety:

- Let your child be aware that you need to know where they are at all times
- Teach them the buddy system. Let them know to always stick with a friend. Traveling with a friend whenever possible is a good idea and traveling with a bunch of kids is even better. Get them in these habits young
- Let your children know to stay away from strangers' cars. Practice different scenarios with your child, for example, you could say "If a stranger offers you a toy, some candy, a pet, or anything else, what would you do?" Let your child know that if an adult wants you to have something, a good stranger will talk to your adult to make sure it is ok to do so

Poison Safety

A poison is anything that is harmful to your body when eaten, breathed, or absorbed through the skin. Talk to your Family Service Worker for stickers to put on your fridge. If you have a cell phone, program the poison control number into your phone 1-800-222-1222.

Tips on Poison Safety:

- Before using medicine, be sure you read the label carefully
- Keep anything that could poison your child out of their reach
- Keep lids on tight and locked if possible. This includes medicines, alcohol (beer, wine, hard liquor), cleaning products, perfume, mouthwash, toothpaste, baby vitamins and aspirin
- Store chemicals out of reach of children. It is not safe to store them under the sink or on a low shelf
- Talk to your doctor, or poison control before you make a child vomit. It could make the situation worse

Second-Hand Smoke:

"Second-hand smoke is more deadly than the smoke that is inhaled by the smoker."

- Breathing even a little secondhand smoke can be harmful
- Smoking outside is not good enough. Opening a window, sitting in a separate area, or using ventilation, air conditioning, or a fan cannot eliminate secondhand smoke exposure
- When people breathe second-hand smoke, it hurts their body each time they inhale
- Breathing smoke can possibly cause heart disease, cancer, asthma, sinus and ear infections, allergies, respiratory problems, pneumonia, sudden infant death syndrome (SIDS), and fire-related deaths and injuries
- Smoking can hurt children even before they are born. If a pregnant mother smokes, or is around smoke during her pregnancy, her baby may not grow as much as they should during pregnancy
For help or information to quit smoking, please call the Tobacco Quit Line toll free 1-888-784-8669 or go to waytyoquit.org or smokefree.gov

Carbon Monoxide

Carbon monoxide is a poisonous gas. It is a non-visible, odorless, and tasteless gas, that can be fatal when high levels are breathed in. Carbon monoxide poisoning can be misdiagnosed as a migraine, headache, stroke, food poisoning, or heart disease. Carbon Monoxide comes from fuel-burning machinery used indoors such as generators without proper ventilation, car exhaust fumes entering the house from the garage, and combustion equipment such as furnaces or water heaters if not working properly.

Keep Your Family Safe By:

- Never run your car in a closed garage or use gas range or oven to heat your home
- Never run a generator, grill, camping lantern, portable stove, or any diesel or gasoline-powered engine inside a basement, garage, or other enclosed structure

- Install carbon monoxide detectors near bedrooms and basements
- Talk to your doctor or local health department if you suspect that you, or a family member, might be suffering from carbon monoxide poisoning

First Aid

First aid is emergency treatment administered to an injured or sick person before professional medical care is available. Below are steps and tips to providing basic first aid

CPR:

- Call 911 and place them on speaker if you are the only individual there to respond
- Compress the chest at a hard and fast rate (to the beat of "Staying Alive")
- Continue chest compressions until paramedics arrive

Bleeding:

- Apply pressure with a dressing (Band-Aid, cloth, or whatever is available) over bleeding point
- Elevate bleeding part if possible. If necessary, apply additional dressing over blood-soaked ones
- If bleeding is excessive or will not stop, call 911

Nosebleed:

- Keep child sitting or standing with head leaning forward
- If child is lying down, head should be raised
- Gently squeeze the bridge of the nose together for five to ten minutes
- Cold cloths/icepacks can be applied to nose, face, and back of neck but do not blow the nose, or tilt head back

Blister:

- Wash gently with warm water and soap but do not break blister
- Apply Band-Aid or gauze dressing if blister is in an area where there will be rubbed

Burns:

- Put affected part under cold running water until it no longer hurts when taken out of water
- Do not break blister
- Keep dry, except for careful daily washing with mild soap
- If you must put on a dressing make it a light, absorbent one. Do not use greases, creams, or ointments for a burn
- A deep or large burn should always be taken to a doctor

Dental Emergencies

A blow to the mouth may cause the lip, gums, or tongue to bleed. Apply direct pressure to the bleeding area using a gauze pad. If swelling is present, apply cold compress to the outside of the mouth. Check for broken or displaced teeth.

Follow these steps if a broken or displaced tooth is found:

- Try to clean any blood or other debris from the injured area with a gauze pad or cotton swab
- Apply a cold compress on the outside of the mouth, next to the injured tooth to reduce swelling
- If possible, *gently* move the displaced tooth into its correct position. If the tooth has been pushed up into the gums, do not try to pull it back down, it will re-erupt on its own. Have the child gently bite the teeth together
- Take child to the dentist AS SOON AS POSSIBLE
- If the tooth was knocked out, locate the tooth if possible. When found, do not wash the tooth. This could destroy the connective fibers which help anchor the tooth back in place. Place the tooth back into its socket before a blood clot forms. If the child will not cooperate, the tooth may be placed in a cup of milk. Child should be taken to the dentist IMMEDIATELY. The tooth can be successfully implanted if accomplished within one hour of injury

Choking

The most common things that children choke on are foods such as: popcorn, nuts, grapes, hot dogs, hard candy, carrots, raisins, and chips. Other choking hazards include balloons and small toy parts. Cut foods (especially grapes and hot dogs) into small pieces before serving them to your child. Anything that can fit through a toilet paper roll or smaller than a 50 cent piece is a choking hazard. If a conscious infant can't breathe, cry, or cough forcefully, have someone call 911.

If you are alone, give following care for 1 minute before calling 911:

- Turn infant face down and give 5 back blows (with palm of hand between shoulder blades)
- Turn infant face up and give 5 chest thrusts with 2 fingers (on breastbone between the nipples)
- Repeat steps 1 and 2 until object is coughed up, infant starts to breathe, becomes conscious, or until help arrives

Scrapes

Cleanse well and wash with a mild soap daily. Keep dry. Do not cover with ointments and closed dressings that keep out the air. Air will help healing.

Poisoning

Call Poison Control 1-800-222-1222 Immediately

Puncture

For slivers and splinters wash with soap and water, remove with tweezers, and wash again. If large or deep, cover with clean dressing, and obtain medical care.

Strain or Sprain

Keep individual lying down and immobilize injured part. Apply cold to swelling area and take individual to physician

Community Information

Department of Workforce Services Assistance:

Medicaid

Medicaid is a state/federal program that pays for medical services for low-income adults and children, pregnant women, those who are elderly or have a disability, and women with breast or cervical cancer. To qualify, these individuals must meet income guidelines and other eligibility requirements.

Children's Health Insurance Program (CHIP)

CHIP provides medical services to eligible children under the age of 19 who do not have health insurance and do not qualify for Medicaid. CHIP emphasizes preventive care and there are no co-payment requirements for any preventive services (e.g., well-child checkups and immunizations). There are some co-payments required for other services and quarterly premiums. All costs are dependent on the family's income.

SNAP (Food Stamps)

SNAP assists low-income individuals in buying the food they need for good health. SNAP benefits are not cash. SNAP benefits are provided on an electronic card that is used like an ATM or bank card to buy food at most grocery stores.

Child Care Assistance

Childcare assistance helps parents cover child-care costs. Once approved for Child Care Assistance, the payment is sent directly to the provider selected by the parent.

- Department of Workforce Services offers many services including items mentioned above. For more information visit jobs.utah.gov or call 1-877-543-7669

WIC (Women, Infants, and Children)

WIC is a nutrition program that helps pregnant women, new mothers, and young children learn about nutrition, eat well, and stay healthy. Nutrition education, counseling, nutritious foods, and help accessing health care are provided to qualifying women, infants, and children through the Special Supplemental Nutrition Program, popularly known as WIC. For more information visit daviscountyutah.gov.

Prenatal & Newborn Care

Prenatal care is medical care you receive during pregnancy. At each visit, your provider will check on you, your baby, and answer questions. It's a good idea to write down questions you have before you go to your appointment. Getting prenatal care can help you to have a full-term pregnancy. That means your baby is born between 39 and 40 weeks. Full-term allows your baby the time he/she needs to grow and develop. Go to your prenatal visits even if you feel fine, each visit is important!

- **Doctor/Midwife:** Choose a Health Care Provider and get prenatal/postpartum care. Doctors and midwives check to see how you and your baby are doing and give care based on your visit.
- **Dental:** Visit the dentist during your pregnancy. The physical changes caused by pregnancy can result in changes in the gums and teeth.
- **Reduce Stress:** Everyone has stress. Pregnancy can add more stress and emotions. High levels of stress can cause problems during pregnancy. Find out how you can reduce your stress levels.
- **Be Active:** For most pregnant women, doing something active every day is fine. Walking, yoga, and swimming are great ways to be active. Check with your doctor/midwife before engaging in exercise or strenuous activity.
- **Nutrition:** It's important that you eat healthy foods that you like throughout your pregnancy. Limit food with caffeine, fish with low amounts of mercury, fatty foods, and sweets. Avoid raw or undercooked foods and unpasteurized foods. Look for the word "pasteurized" on the label. ChooseMyPlate.gov is a good resource.
- **Medications/Drug Safety:** Prescription medications, over-the-counter medicines, herbal products, teas, and supplements/vitamins can hurt your baby. These things may increase the risk that your baby be born underweight, very sick, or cause birth defects. Before you take something, ask your doctor/midwife.

- Don't drink alcohol, smoke, or use street drugs. As you will pass toxins to your baby during pregnancy. Toxins can hurt your baby and cause him/her to be born too soon or with birth defects. Ask your doctor/midwife about ways to quit and what to do if you have had alcohol, smoked, or taken street drugs during your pregnancy.
- Protect you and your baby from infections. Keep up to date on your immunizations. Get a flu shot and wash your hands often. Avoid sharing cups or utensils. Don't eat raw foods and heat deli meat/hot dogs. Get the Tdap (Pertussis/Whooping Cough) vaccine at 27-36 weeks. Get tested for sexually transmitted infections. Avoid toxoplasmosis, an infection you can get from touching cat feces (poop) or eating undercooked meat.
- Avoid harmful chemicals such as cigarette smoke, secondhand smoke, paint, paint thinner, weed killer, liquids with strong smells, and plastic made from BPA (plastics with a "3" or "7" on the bottom).
- Depression is a medical condition characterized by feelings of sadness lasting for an extended period of time that interferes with daily life. It often requires treatment. If not treated, you may have difficulty taking care of yourself and may put your baby at risk of premature birth and/or low birth weight. There is help! Talk with your doctor/midwife for your options to treat depression.
- Abuse/domestic violence is never ok. It's never okay if your partner hits, kicks, or pushes you. It's never ok if your partner yells at you, scares you, or calls you names. These actions could hurt you and your baby. If you experience any of these, tell a friend or doctor/midwife and find a safe place to stay. You can call the National Domestic Violence Hotline at 800-799-7233

Postpartum Care

- Your body changes after the delivery of your baby. You may feel perineum soreness, have afterbirth pains, vaginal discharge for a few weeks, swollen breasts, nipple pain, swelling of hands/face/feet, hemorrhoid pain, constipation, urinary problems, sweating, tiredness, and feeling stressed or overwhelmed. If you had a c-section, you will be recovering from a major surgery. Follow your doctor/midwife and/or nurse's suggestions. Ask questions and learn all you can about your recovery and care for your baby.
- Postpartum Recovery: Follow your doctor/midwife's orders for relief of pain and discomforts. Sleep when your baby sleeps even during the day. Accept help from your family and friends. Eat healthy foods and limit sweets and foods with lots of fats. Do something active every day. Walking with your baby in a stroller might help.
- You may experience baby blues. Baby blues are when you have feelings of sadness or cry over things that don't usually make you cry. The baby blues happen to many women after delivery, from 2-3 days up to two weeks after delivery. When you feel overwhelmed or sad, ask for help from family and friends. These feelings usually go away on their own. If they don't go away after 2 weeks, tell your doctor/midwife.
- Postpartum depression is a depression you can have after delivery. It may include feelings of sadness, anxiety, and tiredness for more than a few weeks after having your baby. It can make it difficult to take care of yourself and your baby. This is a medical condition that needs treatment to get better, just like any other medical condition. Learn the symptoms and option for treatment. Tell your doctor if you think you have postpartum depression. If you have thoughts of hurting yourself and/or your baby, call 911.
- You will need to schedule a postpartum check-up for six weeks after delivery, or when your doctor/midwife suggests. This visit is to make sure you are healing properly. Write down questions you have and ask your doctor/midwife at this visit. Think about family planning and what method you want to use. Your doctor can give you information about different methods.

Newborn Care

- Choose a health care provider for your baby before he/she is born. This can be a pediatrician, family physician, or nurse practitioner.
- At the hospital, your newborn will go through screenings and tests. Apgar, which screens heart rate, breathing, muscle tone, reflexes, and skin color. This is scored at 1 minute and 5 minutes after birth. The baby will receive a vitamin K shot which helps the baby's blood clot and protect him/her from bleeding problems. Eye drops or ointment are applied to protect the eyes from infections. A complete physical of your baby's heart, lungs, tummy, eyes, nose, mouth, head, arms, and legs. A hepatitis B shot is given to protect your baby from hepatitis B, a virus that can cause problems in the liver. A hearing screening is done. Utah collects two newborn screens (formerly known: PKU) that tests for over 40 disorders. The first screen is usually done at the hospital. The second is usually done at the two-week well-child check.
- When possible, feed your baby breast milk during the first year, as it protects your baby from allergies and infections. Breastfed babies have fewer health problems due to nutrients that help your baby grow. Solids are started at about 6 months of age. Talk with your doctor before giving your baby solids.
- Use a crib that was manufactured on or after June 28, 2011. Cribs made after this date must meet the current safety standard. Drop-side cribs do not meet current safety regulations. More guidance about the standard is available from HealthyChildren.org. As young infants begin to move their bodies, they can get into dangerous positions. While lying on their backs, they may push or wiggle themselves into the side of a crib. They also may slide their arms through the slats in a crib and wedge themselves into positions that could injure them. Using safe cribs protect infants from injury, suffocation, or strangulation. The safest place for your baby to sleep is in the room where you sleep, but not in your bed. Always place young infants on their backs to sleep, without blankets, pillows, and toys that could cover their mouth or nose. Use a firm mattress and a tight-fitting sheet in the crib or bassinet. Do not use bumpers in a crib. Swaddling can calm very young infants, but make sure that your baby can't roll over when swaddled. A loose blanket, including a swaddling blanket that comes unwrapped, could cover your baby's face and increase the risk of suffocation. Try to keep your home cool or dress your baby in light clothing so your child does not get overheated. To prevent infants from strangling, keep monitor cords at least three feet away from any part of the crib, bassinet, play yard, or other area where young infants are sleeping. Until young infants can control how their muscles move and can regulate their breathing and body temperature, they are at risk for suffocation and sudden infant death syndrome (SIDS).
- When your baby is sick, call the baby's doctor. Tell them the things you are noticing that are different about your child. They can give you ideas to help your baby feel better. Remember to take your baby in for all well-child check-ups too.
- Babies cry when they don't feel well, when they need to be fed, changed, held, or calmed. Respond quickly when your baby cries in the first few months. This will show your baby that you care for them and they can trust you. Some suggestions for calming your baby after feeding include changing their diaper, playing soft music, walking, dancing, rocking, carrying in a sling, swaddling in a blanket, or taking a car or stroller ride. Call your doctor if you can't soothe your baby and get someone to help take turns caring for your baby.
- Shaken Baby Syndrome (SBS) is a serious brain injury resulting from forcefully shaking an infant. SBS is a form of child abuse that can result in permanent brain damage or death. SBS is preventable. Even brief shaking of an infant can cause permanent brain damage. Learn how you can soothe a crying baby and manage your stress. It's okay to lay your baby down in a safe place if you can't get him/her to stop crying while you calm down for a few minutes.
- Keeping your baby up to date on vaccinations/immunizations helps protect against childhood diseases. It's okay to get vaccines even if your baby has a runny nose, mild allergies, low fever, was born prematurely, or at a low birth weight. Talk to your child's doctor if he/she misses a vaccination to ensure that they get caught up as soon as possible.

Community Resources

2-1-1

211 is an easy-to-remember, three-digit number that connects people to the services they need. These may include information on housing and utility assistance, food resources, legal aid, and more. If anyone in your family is needing services, 211 is a great resource that can be dialed in your phone as well as searched online.

Most referred resources in Davis County

Davis Behavioral Health:

Layton Office.....801-773-7060

<http://www.dbh.utah.gov/about>

Davis Community Learning Center:

Clearfield Office.....801-402-8395

<https://dclc.davis.k12.ut.us/>

Davis School District:

Farmington Offices.....801-402-5261

<https://www.davis.k12.ut.us>

Department of Workforce Services:

Employment, Food Stamps, Medicaid, CHIP, etc.

Clearfield Office.....801-526-9675

Wood Cross Office.....866-435-7414

<https://jobs.utah.gov>

Division of Child & Family Services:

24 Hour Abuse Reporting Line 1-855-323-3237

Bountiful Office.....801-397-7640

Clearfield Office.....801-776-7300

www.dcfs.utah.gov

Family Counseling Services of Northern Utah:

Family and Children, Depression, Anxiety, Stress, Marriage, Physical & Sexual abuse, Anger Management Classes, Affordable sliding fee scale, Insurance or NO INSURANCE

Ogden Office.....801-399-1600

<https://fcshealing.org>

Health Department:

Clearfield Office.....801-525-5000

Ogden Office.....801-399-7100

<https://healthutah.gov/>

H.E.A.T Programs:

Kaysville Office.....801-402-0670

<https://jobs.utah.gov/housing/scso/seal/heat.html>

Davis Housing Authority:

Farmington Office.....801-451-2587

<http://daviscommunityhousing.com/>

Immigrant Welcome Center:

Ogden Office.....385-205-6975

Midtown Clinic:

Clearfield & Ogden Offices.....801-393-5355

<https://www.midtownchc.org/locations/>

Open Doors Center:

Respite Nursery, Child, Adult, & Family Counseling

Clearfield Office.....801-773-0712

Layton Office.....801-771-4642

www.opendoorsutah.org

Parent Information Resource Center (PIRC):

H.E.A.T Appointments, Library, Parenting Classes, etc.

Kaysville Office.....801-402-0670

W.I.C:

Clearfield Office & Bountiful/Woods Cross Offices.....801-525-5010

[http://www.daviscountyutah.gov/health/health-services/women-infants-children-\(wic\)-2-0](http://www.daviscountyutah.gov/health/health-services/women-infants-children-(wic)-2-0)