

Head Start, Early Head Start, and Migrant Seasonal Head Start Employee Orientation Packet

Please read through, sign and return this employee orientation packet, which meets Head Start requirements 1302.91 and 1302.92.

Contained within this packet are;

- The Head Start program philosophy, goals and methods of implementation
- Employee Rights
- Consultant Information (if applicable)
- The Head Start Standard of Conduct: Confidentiality Policy #503
 - Confidentiality Pledge Employee Documentation Form
- The Head Start Standard of Conduct: Child Guidance and Support Policy #225
- The Head Start Child Abuse and Neglect Policy #203
 - DCYF Mandated Reporter Training Video (Creating a login & STARS ID required; if you do not know your STARS ID, you can log into your MERIT account and get it from there): <https://dcyftraining.com/index.cfm>
 - Child Abuse and Neglect Employee Training Documentation Form

Please read and sign these documents and return to:

Mikaela Valdez

ESD 105

33 South Second Ave

Yakima WA, 98902

mikaela.valdez@esd105.org

Note: Please also include, with the signed documents, evidence that the contracted employee has passed a Washington State background check within the last five years.

The Head Start, Early Head Start and Migrant Seasonal Head Start Philosophy

Head Start, Early Head Start, and Migrant Seasonal Head Start work to promote the school readiness of young children from low-income families through agencies in their local community. These programs support the comprehensive development of children from birth to age 5, in centers, child care partner locations, and in their own homes. Head Start services include early learning, health, and family well-being.

What are the components of a Head Start program?

Head Start takes a comprehensive approach to meeting the needs of young children. There are four major components to Head Start:

- **Education:** Providing a variety of learning experiences to help children grow intellectually, socially, and emotionally.
- **Health:** Providing health services such as immunizations, dental, medical, and mental health, and nutritional services, and early identification of health problems.
- **Parent Involvement:** Involving parents in the planning and implementation of activities. Parents serve on policy council and committees that make administrative decisions; participate in classes and workshops on child development; and volunteer in the program.
- **Social Services:** Provide outreach to families to determine what services they need.

ESD 105 Program Goals for Head Start, Early Head Start and Migrant Seasonal Head Start

- Children will have maximized their potential upon entering kindergarten with skills, experiences and mindsets that provide the foundation for success throughout their educational trajectory.
- We will empower parents as advocates and leaders in order to support their children and lead rich lives within the community.
- We will have an established network of community partners and stakeholders that supports comprehensive services to children and families.

ESD 105 School Readiness Goals for Head Start, Early Head Start and Migrant Seasonal Head Start

- Provide learning experiences and development through the teacher, parent, and classroom by utilizing the Creative Curriculum to fidelity.
- Collaborate with parents on the development of their children by collecting parent input through; Developmental and social emotional screenings (ASQ and ASQ-SE), establishing goals for their child, sharing and reviewing child's progress through child progress reports.
- Utilizing Teaching Strategies Gold to currently assess children's developmental skill levels and plan for on-going development in the areas of; social emotional, physical, language, cognition, literacy, mathematics, and English language acquisition.
- Focus on quality of teacher practices by utilizing the tool CLASS (Classroom Assessment Scoring System).
- Have supportive curricula to enhance children's self-confidence, safety and health by incorporating the following;
 - Second Step Curriculum
 - Talk About Touch Curriculum
 - Oral Health Education Curriculum for children and their families
 - IMIL (I am Moving, I am Learning) Curriculum
- Support English Language Learners by utilizing GLAD (Guided Language Acquisition by Design) strategies in the classroom and exposing children to print-rich environments and supporting children's learning in their primary language, while nurturing the ability to learn English.
- Working with local school districts in the P-3 (preschool to 3rd grade) collaboration that supports not only the transition to kindergarten, but prepares the children emotionally and developmentally.

I have read and understand the Head Start philosophy as well as the program goals.

Name

Date

Employee Rights

- [Title VII of the Civil Rights Act of 1964](#) makes it illegal to discriminate against someone on the basis of race, color, religion, national origin, or sex.
- [Title I of the Americans with Disabilities Act of 1990](#) prohibits organizations from discriminating against qualified individuals with disabilities in job application procedures, hiring, firing, advancement, compensation, job training, and other terms, conditions, and privileges of employment.
- [Whistleblower protection laws](#) protect employees from employer retaliation for reporting workplace violations such as injuries, safety concerns, and other protected activities.

I have read and understand the Employee Rights.

Name

Date

FOR CONSULTANTS

Head Start Standard 1302.47 requires that any consultant working with our program be aware of the following;

- All consultants must report suspected or known cases of child abuse or neglect (see our Child Abuse and Neglect Policy contained in this training packet),
- Be aware of safe sleep practices (children under 18 months of age must have a firm mattress or cot for sleeping, children under 12 months of age may not use soft bedding materials or toys),
- Consultants are not to be left with children unsupervised, are not responsible for the indoor and outdoor supervision of children, and may not release a child to an adult (only Head Start staff may release children to authorized adults).



Standard of Conduct: Confidentiality Policy

Policy No. 503

ESD 105 Head Start Programs will maintain child and family records, paper and electronic, confidential. Parents/Guardians will be informed about their right to confidentiality and their right to review their families' files at orientation and at least annually.

Written consent is necessary in order to share information with outside agencies. Exceptions include CPS reporting, subpoenas by a court of competent jurisdictions, and any case in which state/federal disclosure law requires.

Those who may have access to child or family information include center staff, ESD 105 staff, designated ESD 105 sub-contractors/vendors, consultants, Department of Children, Youth and Families staff, and Federal, State, or USDA reviewers, to the extent it is necessary for the performance of their duties. Emergency contact information can be given to school administration staff.

CJ/HR Dept. 5/15/15

Approved by Policy Council: 11/18/21

Approved by Board of Directors: 12/28/21

Head Start Act:

Head Start Performance Standards: 1302.90 (c)(1)(iv)

I have read and understand the Standard of Conduct: Confidentiality Policy, #503.

Name

Date



Confidentiality Pledge

I, _____ do hereby pledge myself to hold in strict confidence, all information, verbal, written or electronic, concerning clients, staff (present or former), which comes to me as a staff member or aide (volunteer) of this organization.

I realize that the work of the organization is highly confidential and that a failure on my part to recognize this may result in harm to those whom the organization seeks to serve or those who are employed here.

I interpret this pledge to cover unnecessary discussion on my part with fellow staff members, discussion with personal friends and fellow citizens, in private, semi-private or public places.

I understand that anything I may hear or see regarding a client(s), staff(s) will be kept confidential and will not be discussed with anyone outside of those I work with, when appropriate.

This pledge refers to specific personal information received in connection with those receiving assistance from this department, or personnel employed here, a discussion of which is clearly a violation of confidence.

I understand that a breach of confidentiality by me may result in disciplinary action and/or dismissal.

I have read, understand, and agree to abide by: Confidentiality Pledge

Print Name

Date

Site

Signature



Standard of Conduct: Child Guidance and Support Policy

Policy No. 225

POLICY:

Seedlings is committed to serving all children who enter our programs, including those with challenging behaviors. Seedlings will use developmentally appropriate positive redirection and reinforcement techniques. This includes indirect and direct communication with children by modeling positive solutions to eliminate or decrease challenging behaviors. Corporal punishment that includes physical or verbal punishment that includes belittling or shaming a child, physically jerking, dragging, shaking, or spanking a child, will not be used or tolerated.

Seedling's goal is to use positive guidance techniques to teach children self-regulation and help them learn problem-solving and social skills. Our programs provide positive guidance and a responsive caregiving plan for a child with the input of parents, staff, and Mental Health professionals, as necessary. Child guidance services include parent involvement, referral to additional services, and crisis response. If a child and family may need more individualized support and child guidance services, Seedlings staff will implement one of the three-tiered approaches to services.

Procedure:

A. Seedlings centers will provide a positive environment, routine, responsive caregiving, and teaching techniques that will support children in learning and developing their social-emotional skills by:

1. Building and maintaining positive relationships with children.
2. Utilizing positive guidance with children.
3. Establishing a consistent and predictable daily schedule for children to predict what will occur next.
4. Clear and consistent classroom rules and expectations that are reasonable and consistent.
5. Adapting the environment, routine, or activities to the needs of the children.
6. Modeling and practicing social-emotional skills, such as turn-taking, sharing, cooperation, recognizing feelings, and expressing feelings.
7. Offering children choices.
8. Practicing Active Supervision through children's activities and transitions
9. Provide a teacher-supported "calm down" space for children to seek some "by myself" or alone time.
10. Utilizing responsive caregiving with children
11. Completing the developmental and social-emotional screenings with the parents of all enrolled children (within 45 days of the child's first attendance day of HS/EHS and 30 days for MSHS).
12. For Seedlings preschool classrooms: curricula such as Second Steps-Anti Violence and the Child Protection Unit will be utilized to enhance children's social-emotional skills.

B. Limiting physical restraint: The Seedlings centers will not use any form of physical restraints on children to help control behaviors. The staff at Seedlings will focus on building preventive measures to help children build their social-emotional skills.

- Seedling staff will be trained by the Mental Health Content Specialist (or a designee person) on safe practices to use with children when children may be hurting themselves or others; these practices are titled safe holds and include the following; scooping a child, two-person carry hold, and body blockage).

Standard of Conduct:

Child Guidance and Support Policy

Policy No. 225

C. The following behaviors/actions of Seedlings employees, substitutes, or volunteers are prohibited.

1. Utilizing corporal punishment which includes physical pain or causing bodily harm to a child or purposely provoking a child to hurt themselves.
2. Corporal punishment also includes: Spanking, striking, shaking, dragging, pulling hair, belittling, or shaming a child.
3. Verbal abuse, such as yelling, shouting, name-calling, threats, calling a child anything else than their name, or making derogatory remarks about a child or their family.
4. Using or withholding food as a form of punishment or reward or as prevention of natural bodily functions.
5. Using time-out or any other form of keeping a child from participating in classroom activities, mealtimes, or resting.
6. Utilizing Suspension or Expulsion (PS 1302.17(a) (b) without following the procedures and steps listed below.
7. A child left alone or unsupervised while under their care.

D. The Three-Tier Approach- this approach involves interpreting individual screenings and assessment results, parent concerns, and input, classroom observations, outside agency recommendations in developing a plan or approach to support individual children with their social-emotional and behavioral needs.

Tier 1: In-House Referrals from Teaching staff/Parent concerns.

In-house referrals provide individualized support for children and classrooms that have identified needs in the area of Social-Emotional. When teaching staff, transportation staff or parent has identified a concern in relation to the child's behavior, an in-house referral objectively stating the behaviors the child is displaying will be completed and turned in to Mental Health Content Specialist. The center staff will also utilize the Infant & Toddler or Preschool Observation Checklist form to document behavior concerns and will attach the form to the referral packet.

Tier 2: Individualized Positive Behavior Support Plan

The Individualized Positive Behavior Support Plan outlines tasks that the classroom staff and parent can carry out to support the child in learning social-emotional skills through positive behaviors.

A child who is identified as displaying behaviors of concern in the classroom or at home through classroom observations made by staff or Mental Health Content Specialist and through the ASQ-SE screening score will be placed on an individual positive behavior support plan that is created by the Mental Health Content Specialist. The plan will state behavior goals and proposed action, staff responsibility, management responsibility, and follow-up.

Tier 3: Out Of Agency Referral: To provide mental health support to families, children, and staff through the services and collaboration agreements with Community Mental Health Agencies.

An out of Agency Mental Health Referral will be offered to families when Tier 1 and Tier 2 have been implemented and family/ staff still have concerns.

OR:

- The family member has a concern about the child enrolled in the program because of a family crisis.

Standard of Conduct:

Child Guidance and Support Policy

Policy No. 225

- The family needs counseling services.

If the family decides that the referral should be completed, the Mental Health Content Specialist will give the referral packet to the team. The team will then complete the packet by meeting with the family to obtain signatures and obtain appropriate documents listed on Mental Health Referral Packet Checklist (Mental Health Form #2). The team will submit the completed packet to Mental Health Content Specialist. Once the completed referral is received, the Mental Health Content Specialist will submit it to the Seedlings Mental Health Contracted Agency.

E. Suspension and Expulsion (PERFORMANCE STANDARD 1302.17(a))

For children displaying behaviors that risk the safety of other children and staff, the program will prohibit or severely limit the use of suspension due to a child's behavior.

1. A temporary suspension must be used only as a last resort in extraordinary circumstances where there is a serious safety threat that cannot be reduced or eliminated by the provision of reasonable modifications.
2. If a temporary suspension is deemed necessary, a program must engage with a mental health consultant, collaborate with the parents, utilize appropriate community resources, the Head Start Director, the Executive Director of Early Learning, the Executive Director of partner agency, the Superintendent of ESD 105 and the classroom staff.
3. The decision to remove a child for behavioral problems will be made by the Head Start Director or Executive Director of Early Learning after working with all of the above individuals. It is at this time that the behavior has reached an expanded level. This procedure outlines very clearly the steps that staff are responsible to follow to ensure safety, fairness, and equality for all children.
4. If a temporary suspension is deemed necessary, the program must help the child return to full participation in all program activities as quickly as possible while ensuring child safety by:
 - a. Continuing to engage with the parents and a mental health consultant, and continuing to utilize appropriate community resources;
 - b. Developing a written plan to document the action and supports needed;
 - c. Providing services that include home visits
 - d. Determining whether a referral to a local agency responsible for implementing IDEA is appropriate

F. Prohibition on Expulsion (Performance Standard 1302.17 (b)) A program cannot expel or unenroll a child from Head Start because of a child's behavior. When a child exhibits persistent and serious challenging behaviors, a program must explore all possible steps and document all steps taken to address such problems and facilitate the child's safe participation in the program.

1. Having a team that includes: a mental health consultant, the parents, having appropriate community resources, the Head Start Director, the Executive Director of Early Learning, the Executive Director of partner agency, the Superintendent of ESD 105, the agency responsible for implementing IDEA (if applicable), and the classroom staff to discuss the best placement of the child.
2. If the child has an individualized family service plan (IFSP) or individualized education plan (IEP), the program must consult with the agency responsible for the IFSP or IEP to ensure the child receives the needed services.
3. If the child does not have an IFSP or IEP, the program must collaborate with parental consent, with the local agency responsible for implementing IDEA to determine the child's eligibility for services.
4. If after a program has explored all possible steps and documented all steps taken as described, then the team listed above will determine if the child's continued enrollment presents a continued serious safety threat to the child or other enrolled children and determines the program is not the most appropriate placement for the child, the program must work with such entities to directly facilitate the transition of the child to a more appropriate placement.

Standard of Conduct:
Child Guidance and Support Policy
Policy No. 225

CJ/HR. Dept. 5/7/15
Approved by Policy Council: 11/18/21
Approved by Board of Directors: 12/28/21

Head Start Act: TBD
Head Start Performance Standard: 1302.45

I have read and understand the Standard of Conduct: Child Guidance and Support Policy, #225.

Name

Date

Child Abuse and Neglect Policy

Policy No. 203

The policies of ESD 105 Early Learning program concerning child abuse and neglect will be:

1. To insure the well-being and protection for children enrolled in the program.
2. To promote early recognition and referral of families at risk of child abuse and neglect.
3. To stress prevention of child abuse and neglect through additional opportunities for development of parenting skills, information and referrals regarding community resources.
4. To maintain a cooperative and positive relationship with agencies providing services to families.
5. To inform and educate all staff regarding their legal responsibilities regarding child abuse and neglect reporting.
6. To foster a helpful, supportive attitude by all staff toward any family experiencing abuse and/or neglect issues.
7. To successfully improve outcomes for children at risk: A.) Be culturally aware and sensitive as well as aware of one's own bias. B.) Identify and understand the importance of a child's natural community including family (paternal and maternal), ethnicity, race, and cultural ties.

Reporting

Any employee who has reasonable cause, without discriminatory or malicious intent, to believe that a child has suffered child abuse or neglect, shall ensure a report is made through the agency process to Child Protective Services (CPS) or to the proper law enforcement agency as provided in RCW 26.44.040.

Employees will cooperate fully with CPS and will not undertake independently to intervene or investigate in cases of suspected abuse or neglect.

Employees will preserve confidentiality in accordance with state law and the ESD 105 Confidentiality Policy.

Subcontractor Responsibilities

The ESD 105 Early Learning Program Child Abuse and Neglect Policy, Procedures, and parents'/guardians' rights as referenced in RCW Chapter 26.44 will be outlined and distributed at parent orientation meetings or by other means at the start of the school year.

Each employee of an Early Learning subcontractor is governed by the employing agency, center, or school district's child abuse policy and procedures, which must comply with current state laws and regulations.

Subcontracting agencies that do not have their own policy will follow the ESD 105 Child Abuse and Neglect Policy and Procedures.

Training and Orientation

The employing agency, center, or district center director is responsible for training Early Learning Staff annually, with additional training as updates occur, on reporting procedures.

The information related to staff or volunteer behavior with children, including related policies and procedures, will be provided by the individual's supervisor during new employee orientation and will be discussed during new employee training. Center employees will review this information with volunteers during orientation or one-on-one prior to volunteering.

Child Abuse and Neglect Policy

Policy No. 203

CJ/HR Dept. 5/7/15

Approved by Policy Council: 11/18/21

Approved by Board of Directors: 12/28/21

Head Start Act: 640, 641

Head Start Performance Standards: 1304.22, 1304.52

State Law: [Chapter 26.44 RCW "ABUSE OF CHILDREN"](#)

Federal Law: [42 USC 5106a Grants to States for child abuse or neglect prevention and treatment programs](#)

I have read and understand the Child Abuse and Neglect Policy, #203.

Name

Date

CA/N Policy and CPS Training



Employee Training Documentation

I, _____, a _____ at _____
(print name) (position) (site)

did receive training on:

- Child Abuse and Neglect and Child Protective Services Reporting Responsibilities,
- Child Abuse and Neglect Policy and,
- Watched the Mandated Reporter Child Abuse Video

on _____ month _____ day _____ year

This training was presented by: _____ name _____ position

Please read the following carefully before initialing and signing.

_____ I have read and understand the Child Abuse and Neglect Policy. I understand if I have additional
Initials questions or need clarification, it is my responsibility to ask my supervisor.

_____ I understand it is my responsibility to provide a safe environment for all children within the agency.
Initials This means I will report staff misconduct; I will make sure all children are accounted for at all times; I will never use corporal punishment or humiliate children.

_____ I understand that ALL regular employees, temporary employees, and volunteers are mandated
Initials reporters of child abuse and neglect by state law.

_____ I understand if I report suspected child abuse or neglect in good faith, I shall be protected from liability.
Initials

_____ I understand it is NOT my responsibility to investigate or determine if child abuse or neglect has
Initials occurred. I must not screen incidents or situations prior to reporting. It is my responsibility to report SUSPECTED child abuse and neglect.

_____ I understand I am responsible for reporting, per procedures, all instances of SUSPECTED failure to
Initials supervise, neglect, abuse, and cruelty to children committed by:
• Parents, custodians, guardians, or other family members
• EPIC/ESD 105 staff
• Any other person

_____ I understand that, within 24 hours, I must report all SUSPECTED child abuse and neglect to my
Initials Center Manager or Assistant Center Manager. If the Center Manager or Assistant Center Manager is not available, then I must report to the Executive Director.

_____ I understand it is my responsibility to follow-up with the Center Manager/ Assistant Center Manager
Initials to ensure a report has been filed with CPS (Child Protective Services.) If it has not been reported to CPS within 24 hours, then it is my responsibility to make the report to CPS.

Initials

I understand that if I do not report any observed incidents or situations of child abuse or neglect, I shall be guilty of a gross misdemeanor, which could result in my immediate dismissal.

Initials

I understand I do not discuss the confidential CA/N report with anyone (staff, volunteers, or community members) unless they are directly involved with the situation. Breaking confidentiality is subject to criminal and civil penalties and could result in my immediate dismissal.

Initials

I understand I do not discuss the CA/N report with the child's family or suspected individuals.

Signature

Date

Witness

Date
