



2021-2022

# Head Start Foundations



## Head Start – Early Head Start

This Foundations Guide includes important information about our Head Start program; including our learning goals for children, screenings and assessment information, family partnership services, and our parent and child guidelines for participation in the program.

Please keep this as a reference.

# School Readiness Goals

## For Infants and Toddlers

### **Social & Emotional Goals**

- Children will develop and engage in positive relationships and interactions with adults.
- Children will begin to develop personal relationships with peers.
- Children will begin to develop and demonstrate control over some of their feelings and behaviors (self-regulation).
- Children will begin to learn and internalize rules, routines, and directions.
- Children will begin to develop and demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture.

### **Language & Literacy Goals**

- Children will demonstrate receptive and expressive language skills and communication strategies in their home language/s (may be English or other language/s).
- Children will understand and begin to use oral language for conversation and communication.
- Children hear and distinguish the sounds and rhythms of language.
- Children will begin to learn and demonstrate how print works.
- Children will engage with stories and books.

### **Approaches to Learning Goals**

- Children will demonstrate interest, curiosity, eagerness in exploring the world around them.
- Children will demonstrate persistence in learning and discovery.
- Children will learn and use words to describe what they are thinking and doing.

### **Cognition and General Knowledge Goals**

- Children will learn and begin to use math concepts during daily routines and experiences.
- Children will use all of their senses to investigate their environment to discover what objects and people do, how things work, and how they can make things happen.
- Children will begin to develop and demonstrate the ability to remember and connect new and known experiences and information.

### **Physical Well-Being & Motor Development Goals**

- Children will develop control of large muscles for movement, navigation, and balance
- Children will develop control of small muscles for manipulation and exploration.
- Children will learn and begin to demonstrate healthy and safe habits.

# School Readiness Goals

## For Head Start Children ages 3 to 5 years

### **Social & Emotional Goals**

- Children will engage in positive adult-child relationships and interactions.
- Children will engage in positive peer relationships and interactions.
- Children will display levels of attention, emotion, and behavior in the classroom that are appropriate to the situation and the supports available.
- Children will learn and internalize (follow) classroom rules, routines, and directions.

### **Language & Literacy Goals**

- Children will use and comprehend increasingly complex and varied vocabulary.
- Children will use and comprehend oral language for conversation and communication.
- Children can identify and discriminate the sounds within words, as separate from the word itself.
- Children will use and understand print as a meaningful and organized symbolic system of communication.

### **Approaches to Learning Goals**

- Children will show an interest in varied topics and activities, an eagerness to learn, creativity, and independence in the interactions with activities and materials.
- Children will demonstrate persistence and sustained attention when working with materials, activities, and information.
- Children will learn and use words and concepts that parallel the information available in activities and materials.

### **Cognition and General Knowledge**

- Children will use math regularly and in every day routines to count, compare, relate, identify patterns and problem solve.
- Children will use observation, manipulation, asking questions, making predictions, and developing hypotheses to gain a better understanding of information and activities in their surroundings.
- Children will increase their skills in remembering information and in being aware of their own thinking.
- Children will develop an understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity.

### **Physical Well-Being & Motor Development**

- Children will demonstrate control of large muscles for movement, navigation, and balance.
- Children will control small muscles for such purposes as using utensils, self-care, building, writing, and manipulation.
- Children will identify and practice healthy and safe habits.

# Making the Link between School Readiness and Health

## ***Our Health Partnership Agreement***

Our program recognizes that each child enters the program with different health needs. Our goal is to identify concerns early to promote healthy development and work together to support the health and safety of young children. Children are more likely to stay healthy when they have an ongoing, continuous source of care. Our program uses requirements utilized by the Early and Periodic Screening, Diagnosis, and Treatment program of the Medicaid agency of the State in which they operate, and the latest immunization recommendations issued by the Centers for Disease Control and Prevention.

The purpose of the Health Partnership Agreement is to emphasize the health screenings and services recommended and required by the Office of Head Start. Our program firmly believes that School Readiness begins with health. Listed below are the health screenings and services related to School Readiness that together we will accomplish this year:

- Obtain health insurance (if necessary).
- Ensure your child(ren) has/have an up-to-date Immunization Record on a Tennessee Certificate of Immunization prior to your child's entry into the program or obtain a medical or religious exemption certificate completed by the child's medical provider (if necessary).
- Make sure your child(ren) remain(s) on the recommended schedule of well-child visits, which includes obtaining the following EPSDT information as it applies to the age of your child(ren):
  - Hematocrit/Hemoglobin screening
  - Tuberculosis Risk Assessment
  - Lead level screening
  - Cholesterol Risk Assessment
  - Blood Pressure
- Ensure that the following screenings will take place within the child's first 45 days of entry into the classroom:
  - Vision and Hearing,
  - Height and Weight,
  - Speech and Language,
  - Developmental,
  - Social, Emotional and Behavioral, and
  - Dental
- Ensure your child(ren) are up-to-date on a schedule of appropriate and preventative primary oral health care.
  - For preschool children, this includes obtaining dental exam information from the child's dental provider or scheduling a visit to a pediatric dentist for a dental exam within the first 90 days of the child's entry into the classroom.
  - For infants and toddlers, this includes scheduling a visit to a pediatric dentist as soon as it is appropriate.
- Establish a medical and/or dental home if one has not already been established, and,
- Obtain or arrange further diagnostic testing, examination, and treatment by an appropriate licensed or certified professional for each child with an observable, known or suspected health or developmental problem; and develop and implement a follow-up plan for any condition identified.

# Overview of Screenings and Assessments

## Early Head Start Screenings and Assessments for Infants and Toddlers:

The following screenings and assessments will be conducted throughout the year to support your child's development and learning. Screenings identify any areas that may require more in-depth assessment. Assessments allow adaptation of teaching practices and the environment to meet your child's specific rate of development.

SCREENINGS	TIMELINE	PURPOSE & USE
Vision	Within 45 days of enrollment	Identify any vision concerns and refer for follow-up if necessary
Dental		Identify any dental concerns and refer for follow-up if necessary
Hearing		Identify any hearing concerns and refer for follow-up if necessary
Lead (Toddlers Only)		Identify any health concerns and refer for follow-up if necessary
Hemoglobin/ Hematocrit (Toddlers Only)		Identify any health concerns and refer for follow-up if necessary
Height/Weight/BMI		Will be collected three times a year and BMI will be calculated; refer to Nutritionist if necessary
Blood Pressure		Collected from the physical or blood pressure is taken; refer to physician if necessary
Brigance		Identify any developmental concerns and refer for follow-up if necessary.
Devereux Early Childhood Assessment	Within 45 days of enrollment; Second assessment completed in five months or end of year	Measures the presence of protective factors (self-control, initiative and attachment). Helps to identify children who are low on the protective factors so that targeted classroom and home-based strategies can be implemented leading to the strengthening of these abilities.
My Teaching Strategies GOLD®	Ongoing assessment; information collected within 8 weeks of enrollment, Jan, April	Measures children's accomplished and emerging skills in the areas of social-emotional, physical, language, cognitive, literacy, math, science, social studies, the arts and English language acquisition.
Portfolio Assessment	Information collected	A collection of your child's artwork, drawings, name writing samples, self-portraits and pictures.
Development & Learning Reports	Twice a month	MTSGold® report used to share information with families from teacher observations of children's accomplished and emerging skills.
Parent Observations	Two per year	Used to record parent observations of their child in the classroom or in the home

## Head Start Screenings and Assessments for preschoolers:

The following screenings and assessments will be conducted throughout the year to support your child's development and learning. Screenings identify any areas that may require more in-depth assessment. Assessments allow adaptation of teaching practices and the environment to meet your child's specific rate of development.

SCREENINGS	TIMELINE	PURPOSE & USE
Vision	Within 45 days of entry	Identify any vision concerns and refer for follow-up if necessary
Dental		Identify any dental concerns and refer for follow-up if necessary
Hearing		Identify any hearing concerns and refer for follow-up if necessary
Lead		Identify any health concerns and refer for follow-up if necessary
Tuberculosis		Identify any health concerns and refer for follow-up if necessary
Hemoglobin/Hematocrit		Identify any health concerns and refer for follow-up if necessary
Height/Weight/BMI		Will be collected three times a year and BMI will be calculated; refer to Nutritionist if necessary
Blood Pressure		Collected from the physical or blood pressure is taken; refer to physician if necessary
Fluharty Speech & Language Screen or Preschool Language Scale, Fourth Edition		Identify any speech, articulation and comprehension concerns and refer for follow-up if necessary
Brigance		Identify any developmental concerns and refer for follow-up if necessary
Devereux Early Childhood Assessment	Within 45 days of entry; Second assessment completed in five months or end of year	Measures the presence of protective factors (self-control, initiative and attachment). Helps to identify children who are low on the protective factors so that targeted classroom and home-based strategies can be implemented leading to the strengthening of these abilities.
My Teaching Strategies GOLD®	Ongoing assessment; information collected within 8 weeks of enrollment, Jan, April	Measures children's accomplished and emerging skills in the areas of social-emotional, physical, language, cognitive, literacy, math, science, social studies, the arts and English language acquisition.
Portfolio Assessment	Information collected	A collection of your child's artwork, drawings, name writing samples, self-portraits and pictures.
Development & Learning Reports	Twice a month	MTSGold® report used to share information with families from teacher observations of children's accomplished and emerging skills.

# Family Partnerships

Head Start is not only committed to children, but also extends time, resources and energy to the parents. Head Start recognizes that parents are the primary educator of their child. No teacher, however skilled and caring, has greater influence on children than their parents.

Head Start partners with each family to build and strengthen their parenting, educational, leadership and advocacy skills. Head Start is proud of our approach in forming partnerships with each Head Start family. Family needs are identified and goals are established by parents; staff assists families by providing resources to help families get their needs met and accomplish family's goals.

Head Start is dedicated to providing a quality program and a wide range of services for each Head Start family. Head Start is committed to assisting in the growth and development of the children; involving parents in the total program; providing parents with opportunities to enhance their understanding of parenting practices and knowledge; and assisting parents in identifying and utilizing available resources.

Head Start provides parents with a variety of experiences and activities to enrich parenting skills, self-confidence and independence in developing an environment in which their children can reach their fullest potential. There are specific activities designed to assist in achieving these experiences such as:

- *Parent Orientation*
- *Home Visits*
- *Parent/Teacher Conferences*
- *Parent Meetings*
- *Parent Committee*
- *Parent Activities*
- *Support Groups*
- *Volunteer Training and Opportunities*
- *GED/Literacy Resources*
- *Male Involvement Groups*
- *Employment Resources*
- *Parent Participation on Policy Council*
- *Head Start Parent Newsletters*
- *Participation on Advisory Councils*
- *Parent's Input into the Program*
- *Conferences, Workshops & Training Sessions*

# Family Engagement Outcomes

*Head Start recognizes that partnering with families contributes to children's current and future success in school readiness. There are seven areas that research has shown as major factors in the contribution of children being ready for school and sustain development and learning gains through 3<sup>rd</sup> grade. Family Well Being, Positive Parent Child Relationship, Families as Lifelong Educators, Families as Learners, Families Engage in transition, Families Connection to Peers and Community, and Families as Advocate and Leaders are the seven family engagement outcomes, and Head Start has developed goals for each outcome.*

- I. **Family Well Being:** Parents and families are safe, healthy, and have increased financial security.
- II. **Positive Parent Child Relationship:** Parents and families develop warm relationships that nurture their child's learning and development.
- III. **Families as Lifelong Educators:** Parents and families observe, guide, promote and participate in the everyday learning of their children at home, school and in their communities.
- IV. **Families as Learners:** Parents and families advance their own learning interest through education, training and other experience that support the parenting, careers and life goals.
- V. **Family Engagement in Transitions:** Parents and families support and advocate for their child's learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to Kindergarten through Elementary School
- VI. **Families Connection to Peers and Community:** Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/ or educational and that enhance social well-being and community life.
- VII. **Families as Advocates and Leaders:** Families participate in leadership development, decision-making, program policy development, or community and state organizing activities to improve children's development and learning experiences.

# Parent/Child Guidelines

The following is some of the information that every parent should know about the Head Start Program to ensure a successful year for the parent and the child.

1. The parent will follow the attendance and absentee procedure and take responsibility for child's attendance in the Head Start Program.
2. The parent is to call the center prior to the time class begins if a child will be late or absent.
3. Any changes in parent circumstances (address, telephone numbers, employment, emergency contact information, authorization of release of child) must be reported immediately to the teaching staff or family service staff.
4. Any changes involving the legal custody of children are to be reported immediately to teaching/family service staff and copies of legal documents related to these changes must be provided.
5. Decisions concerning parental custody and visitation rights are the responsibility of the court, not program staff. To protect staff, when a question of custody occurs the following steps are taken:
  1. The parent is required to provide a certified copy of the court orders showing that he or she has legal custody of the child.
  2. In TN, when a child is born to unmarried parents, Tennessee law automatically grants legal and physical custody of the child to the mother unless paternity has been established by a court order and unless the court order changes custody.
  3. In TN, married parents (who are not legally separated or divorced) automatically share equal rights and access to children in most cases.
  4. A grandparent, other relative or foster parent is also required to provide certified court orders that show they are the legal guardian of the child.
  5. A certified copy of the court orders is filed in the PFCE File.
  6. The program is bound by law, and will comply with court custody orders.
6. For the safety of your child, you will be asked to fill out a Change of Status form or a new Contact and Release Form if you want someone other than the person designated on your enrollment form or emergency information to be allowed to pick up your child from the center. We do not accept verbal authorizations over the phone – it must be in writing. You should inform this person they will be asked to provide identification and will be required to sign the child out from the center.
7. Unexpected visitors who come to the center claiming to be relatives to the child will not be allowed to have contact with the child unless prior arrangements have been made by the custodial parent. Please discuss any situations that you think might arise with your teacher at the initial home visit. It is best to discuss this policy with your family members, so that there won't be any situations that make your child, relative, or staff uncomfortable.

8. A child will not be released to a person who appears to be under the influence of drugs or alcohol. If the person becomes abusive or hostile, the child is released and 911 is called.
9. In the event that an Emergency/Disaster situation has occurred affecting the entire center, center staff will stay and care for the children while following the procedures posted in the site's Emergency/Disasters Plans that are reviewed each program year by site staff. Plans are posted in all classrooms and offices in the center and include evacuation procedures and locations as well as reunification plans and locations.
10. Unless specifically pre-arranged, no child is to bring food, toys, etc. on the bus or to the school. The agency assumes no responsibility for the loss of or damage to personal possessions of the child.
11. Children should wear comfortable, washable play clothes. Parents are to provide one extra set of play clothes, socks, and underwear for the child to use as needed. These are to be kept in the classroom.
12. Parents who transport children to and from the center are to take their child to the classroom when they arrive at the center in the mornings. All children must be signed in by the adult accompanying the child immediately upon arrival at the center (except in instances where enough staff are not present to maintain required ratios, in which case the parent would need to wait until the appropriate number of adults are present). The teacher is to be informed when the child arrives and leaves. When parking a car, the ignition is to be turned off, the emergency brake put on (if parking at an incline or decline parking area) and the key taken out of the car. **DO NOT LEAVE CHILDREN IN A VEHICLE THAT IS NOT ATTENDED BY AN ADULT.**
13. Children under the age of one and weighing twenty (20) pounds or less must be secured in a child passenger restraint system in a rear facing position in a rear seat. If the child safety seat has a higher rear facing weight, usually 30-35 lbs., it may be continue to be used in a rear facing position so long as the child's weight permits. Children ages 1 through 3 and weighing more than 20 pounds must be secured in a child safety seat in a forward position in the rear seat. Children ages 4 through 8 and measuring less than four feet nine inches in height must be secured in a belt – positioning booster seat in the rear seat of the vehicle. Parents of all Head Start/Early Head Start children must agree to abide by Tennessee's child passenger protection law.
14. When requested, parents are expected to make and keep scheduled appointments with center staff.
15. A brief health check will be conducted on each child daily. This is to reduce the spread of communicable diseases. Any child who has exhibited signs of communicable disease should be temporarily excluded, or sent home, from the program. A sick child will be isolated from the group with adult supervision until arrangements can be made for the child to go home. Parents will be expected to pick up any child that is sick or make arrangements for someone else to do this. A sick child sent home must be fever free for at least 24 hours without the use of fever-reducing medication before he/she may return to school.

16. All parents will be notified in writing of any communicable disease identified in children at the center.
17. The parent is to notify the center staff of any medical or other special needs of the child.
18. Head Start / Early Head Start does not administer non-prescription drugs or over-the-counter medications such as acetaminophen (Tylenol).
19. If a child must be given medication at the center, an Individualized Health Care Plan form must be completed. This form includes the medical provider's instructions and signature, the parent/guardian's permission to administer the medication during the program day, and a checklist for staff to complete to ensure all information is complete. As medication is administered, staff will review with the parent/guardian the Individualized Health Care Plan. Medication must be in its original bottle and clearly labeled with:
  - a) Child's Name
  - b) Drug Name
  - c) Dosage
  - d) Expiration Date
20. Head Start/Early Head Start is a smoke free environment. No one is allowed to smoke around the children or in facilities that serve Head Start/Early Head Start children. Smoking is not allowed on Head Start property. This also applies to e-cigarettes, as they also produce chemicals that pose serious hazards to children and others.
21. In the event of **predicted** inclement weather conditions, a decision concerning center closures will be made by the agency and posted on the Agency/County Facebook Page along with a message on the center phone number by 10:30pm the night before. In the event of **unpredicted** inclement weather, a decision concerning center closures will be made by the agency, posted on the Agency/County Facebook Page and a message updated on the center phone by 5:30am the morning of the unexpected weather. Transportation services will **not** be provided if the local school systems are closed. Pre-K Partnership Programs or Head Start classrooms housed inside schools will continue to follow their local school system for weather closures.
22. All meals served must follow guidelines of the Child and Adult Care Food Program. It is necessary that cooks or other personnel purchase and prepare all the food that children receive at the center to comply with guidelines. Children will always be allowed seconds as they request, however, no food may be sent home. Parents may eat breakfast or lunch at the center when volunteering. Due to planning requirements, no more than 2 volunteers may eat per meal.
23. Meal substitutions are made for any child who cannot consume a food item, (for medical or other special dietary reasons) and/or must have special types of foods or adaptive feeding equipment. These situations must have an Individualized Health Care Plan specifying those special dietary needs signed by a physician or other recognized medical authority. The meal must still meet CACFP requirements.

24. Parents and staff **may not bring** any homemade or purchased prepackaged food into the center for children's consumption. This includes but is not limited to foods, sweets, candy, or chewing gum.
25. Research based curriculum is not "holiday focused" and therefore classroom staff will not teach or plan curriculum activities that promote specific holidays. Families are encouraged to share their culture and traditions that may be introduced as part of the curriculum. Just as with holidays, birthday celebrations are not part of the program curriculum. Children are recognized by the teacher regularly for the special people they are.
26. Because Head Start is a federally funded program, organized prayer in the school is not allowed due to the differences in cultural and religious beliefs.
27. Head Start is a free program to the children and families we serve. We may not ask for any supplemental funds (except where full-day, day care services are provided). Parents may not be asked to bring money for parties, pictures, or gifts. Head Start teachers and staff are not allowed to accept gifts or gratuities from children or families. These guidelines will be discussed at the first parent meeting.
28. Procedures and guidelines for parties, field trips, and end of year activities must be followed. No formal graduation ceremonies (caps and gowns) will be allowed. These procedures will be discussed at the first parent meeting.
29. Parent participation in the Head Start Program is very important, and parents are encouraged to spend time in some of the many activities scheduled, in and out of the children's classrooms.
30. Permission for the observation of children will be obtained through written consent by the child's parent/guardian for all Non-Head Start and Early Head Start Staff, including contracted consultants and outside community partners.
31. You have been provided with a Tennessee Department of Human Services Requirements Summary Sheet for child care centers. Please read this document very carefully and ask your child's teacher any questions you may have about the guidelines. We are licensed by the State of Tennessee, so we must follow these requirements as a minimum. There are some instances where Head Start Program guidelines are stricter than licensing requirements.
32. No Head Start child is to be hit, spanked, yelled at, or spoken to in a degrading manner by anyone, including Head Start staff and parent volunteers. "Corporal Punishment" as a form of discipline is not allowed in any form in the Head Start Program. Center staff have been trained in positive behavior support strategies, such as modeling and encouraging expected behavior; redirecting children to a more acceptable activity; setting clear, consistent limits; having realistic expectations; and by implementing preventative strategies and teaching replacement skills for unacceptable or harmful behavior. Positive Behavior Support trainings and information are available to all parents and families.

33. All Head Start staff abides by Federal and State of Tennessee laws in regard to the reporting of suspected child abuse and neglect. Any and all suspected signs/incidents of child abuse and neglect will be reported by center staff to the Tennessee Department of Child Protective Services for investigation.
34. All disruptive behavior (yelling, threatening another person, etc.) by parents (or other relatives of children) is not acceptable and could result in denial of access to premises and grounds. Use of abusive, profane/obscene language is not allowed. No alcoholic beverages, other drugs, or firearms are permitted on property. No one is allowed to be under the influence of alcohol or other drugs while on the center property.
35. All questions that concern policies/procedures or activities of Head Start should be discussed with staff. Procedures for hearing and resolving a parent's complaint details how the complaint should be resolved at the center level using the problem-solving resolution plan.

The Site Manager is the leader of the program for your area. Please let him/her know if you have questions or concerns.

## Attendance

Attendance is important to your child's enrollment in the Head Start Program. As a group, our children always make great progress during the year - but only if they attend regularly. Missing class means missing out. If you let your children decide when to come to class, you and your children will have problems almost immediately.

### **What You Can Do to Help Your Child Attend Regularly**

- Make sure your child is asleep at the same time each night ... early.
- Lay out clothes the night before classes
- Set an alarm each morning for about the same time.
- Don't let your child stay home unless she is truly sick.
- If your child seems nervous about going to school, talk to your teacher or your family worker. Together, we can figure out how to make your child feel more comfortable.
- Develop back-up plans for getting to school if something comes up. Make arrangements in advance so if you need to you can call on a family member, a neighbor, or another parent.

### **Absence from Class or Home Visit:**

1. Notify your child's teacher whenever your child is absent. Notification as early as possible in the day allows time to adjust the bus routes or home visit schedule. Please inform your child's teacher of the reason for the absence and when you expect the child to return to the Head Start/Early Head Start Program.

### **Procedure When Children Miss Consecutive Days with No Contact from Parent/Guardian:**

1. If a child is unexpectedly absent and a parent has not contacted the program within one hour of program start time, center staff will contact you to ensure everything is ok.
2. If a child is unexpectedly absent for two consecutive days and center staff are unable to reach you or make other direct contact with you, a home visit will be conducted. If no one is at home, a message will be left at the home requesting you to contact Head Start staff.
3. The Head Start/Early Head Start Program is funded to serve only a small number of children that both need and want the services. Therefore, extended or repeated absences may force us to drop your child from the program.

## Transportation

In some areas, our program provides transportation services to families. These services may include bus services to and from school, assistance with getting the family or child to necessary appointments and field trip services. All of our bus drivers have their Commercial Driver's License and go through annual bus training. All buses are equipped with access to a phone and emergency material. There is a monitor on the bus at all times when transporting children. Transportation training and bus safety is offered to all parents and children.

Safety is very important to us. We maintain safety procedures at all times when loading and unloading children on and off the bus. The monitor and driver ensure that all children are accounted for and are safely bucked in while riding the bus. Children are signed on and off of the bus. There is a buzzer on the back of the bus that goes off when the engine is turned off. The driver has to walk to the back of the bus to turn off the buzzer. As children have exited the bus, a third party comes and checks each seat and under the seats to ensure that there are no children on the bus. The driver then checks seats as she walks to the back of the bus to turn off the buzzer and turn the sign to empty. These procedures are in place to ensure the safety of all children. These procedures are implemented at all times.

We would like to be able to provide transportation to and from school to all families we serve; however, due to licensing requirements, staffing and lack of buses we are only able to provide services to a portion of the families we serve. Licensing requires that the bus route cannot exceed 45 minutes (the time starts once the first child gets on the bus). This limits the number of children that can ride the bus as well as the bus route. The bus driver may decide to pick children up at various bus stops instead of each home. This

will allow more children to ride the bus and stay within the licensing requirements. We will make every effort to provide transportation services to as many children as possible.

## Field Trip Guidelines

I understand that according to the Field Trip Guidelines:

1. Adults on field trips are there to supervise children and to ensure their safety at all times. Children are never to be left alone or unattended. Children are not to go anywhere without an adult present.
2. Children should be kept within reach at all times (it is often best to hold their hand)
3. An adult serves as a positive role model for children, by using manners and appropriate language. The adult should be an example for the children to follow.
4. Adults are not permitted to smoke on field trips.
5. Adults eat and drink the same foods and beverages that the children eat and drink.
6. Adults (even parents) cannot buy item(s) for any child unless approved in advance of the field trip, and arrangements are made for every child to have the same item(s).
7. Adults must not use any type of physical punishment (even with their own child) at any time they are involved in a program activity.
8. Everyone must abide by the rules of the public place that is visited and respect our community.
9. Adults must stay with the group until they arrive back to the center unless prior arrangements have been made with staff.
10. Everyone must wear a seat belt while riding to and from the field trip destination.
11. Additional children may not be brought on the field trip unless prior approval has been received.