

**THE SCHOOL DISTRICT OF PHILADELPHIA  
OFFICE OF EARLY CHILDHOOD**

# **BRIGHT FUTURES PROGRAM**



**FAMILY INFORMATION HANDBOOK**

**The Future is Bright with Pre-K**



## **FROM THE DESK OF THE EXECUTIVE DIRECTOR**

*Joy Diljohn*

Welcome to The School District of Philadelphia's Bright Futures Program! We look forward to an exciting and rewarding year for all of our children and families. Families play a critical role in school readiness and preparing their children for a lifetime of academic success, our Bright Futures program is a valuable partner with families in this endeavor.

Bright Futures provides a comprehensive program in safe, nurturing and secure learning environments. Children are engaged in activities that help them grow mentally, socially, emotionally, and physically. You are the first and most important teachers and working together we can positively influence your child's learning and development.

This Family Information Handbook has been designed to provide Bright Futures families with information about our program's services, policies, and procedures. Please take the time to familiarize yourself with our program and use this booklet as an easy reference throughout the year.

**WELCOME  
TO  
THE BRIGHT FUTURES FAMILY**

Central Office: 440 North Broad Street, Suite 170, Philadelphia, PA 19130

Main Office Number: 215-400-4270

Website: [www.philasd.org](http://www.philasd.org)

Deputy Chief – **Diane Castelbuono**

Executive Director Bright Futures – **Joy Diljohn**

School Name –Bright Futures Center: \_\_\_\_\_

Location: \_\_\_\_\_ Child's Classroom Number: \_\_\_\_\_

**Center Hours**

The centers are opened Monday thru Friday. The hours of service are: \_\_\_\_\_

**Fridays are half-day sessions in the AM.** *Teachers plan their lessons and prepare materials for the following week in the PM.*

**All Bright Futures centers follow the School District of Philadelphia calendar for holidays and other closings.**

Principal's Name: \_\_\_\_\_ School Phone Number: \_\_\_\_\_

Child's Teacher's Name: \_\_\_\_\_ Room # \_\_\_\_\_

Teacher Assistant's Name: \_\_\_\_\_

Education Field Administrator: \_\_\_\_\_ E-Mail \_\_\_\_\_

Instructional Specialist: \_\_\_\_\_ E-Mail \_\_\_\_\_

Nurse: \_\_\_\_\_ E-Mail \_\_\_\_\_

Special Needs Coordinator: \_\_\_\_\_ E-Mail \_\_\_\_\_

Nutrition Field Representative: \_\_\_\_\_ E-Mail \_\_\_\_\_

Mental Health Consultant: \_\_\_\_\_ E-Mail \_\_\_\_\_



THE SCHOOL DISTRICT OF  
PHILADELPHIA

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# **PROGRAM LEADERSHIP**



## **Administrative Staff**

**Executive Director**

**Senior Project Manager - Operations**

**Program Manager - Intake**

**Education Field Administrator**

**Health Services Coordinator**

**Disabilities Coordinator**

**Nutrition Coordinator**

## Mission

The Bright Future preschool program is designed to address your child's cognitive, communicative, perceptual, physical, social and emotional growth and development.

Positive and productive interactions with peers and adults are valued and supported through modeling and direct instruction with an emphasis on interactions in a multi-cultural, multi-racial world.

The success of our program depends upon the willingness and active participation of each family to engage in learning with their child.

## Funding Resources

Bright Futures program operations are funded by the Commonwealth of Pennsylvania, Child and Adult Care Food Program (CACFP) and the School District of Philadelphia

## Goals

The Bright Futures curriculum, assessment and program goals are evidence and research-based. Instruction is intentional and based on continuous child assessment. Learning takes place in a variety of settings including large group, small group, individualized instruction and independent exploration.

All children progress at different rates within the major developmental areas: language and literacy, social and emotional, cognitive and physical. They learn differently therefore, instruction is presented in a variety of ways.

The classroom environment is structured to foster an activity-oriented, child-centered approach to learning. Children are encouraged to become self-directed learners through involvement in classroom activities and choices.

Students are supported in the development of the skills needed to identify and express thoughts, needs, and feelings appropriately.

All curriculum areas are blended into the classroom-learning environment including language and literacy, math, science, technology, social studies, creative expression health and safety.



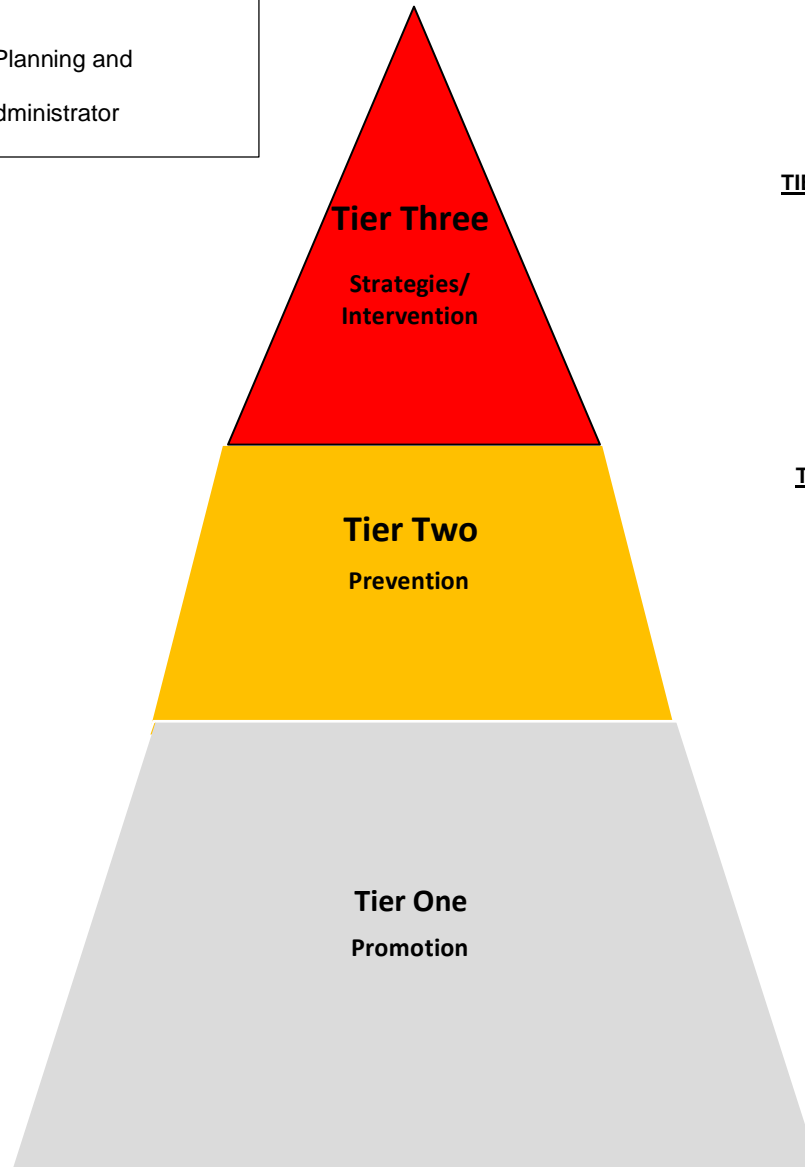
# **Program Policies and Procedures**

# Attendance Tiered Procedure

## KEY

**COPA** – Child Outcome Planning and Administration

**EFA** – Education Field Administrator



## TIER THREE – STRATEGIES / INTERVENTION

- Family reaches 5-10 days absences (Teacher will contact the family via phone) and document
- 5-10 absence letter issued by Data Clerk
- Family continues to be absent without cause (medical, transitional living situation, etc.), Data Clerk will issue family a return to waitlist letter
- Data Clerk will complete return to waitlist form
- Teacher will receive notification about the family

## TIER TWO - PREVENTION

- (3) days absent teachers contact families to inquire about absences and document in COPA  
Data Clerk will check attendance in COPA daily
- 3-5 day letter will go out to the family by the Data Clerk/teacher will also reach out to family to remind family about attendance and document
- Data Clerk will notify EFA of teachers who do not take daily attendance
- View weekly attendance data on COPA

## TIER ONE - PROMOTION

- Families receive attendance policy and procedures
- Teachers take attendance within 1 hour of the center opening
- Teachers contact families who have not reported to school and document in COPA
- Teachers complete COPA by 10:00 am
- Data Clerk makes contact with teachers who have not submitted attendance
- Attendance percentage 85% and above are posted weekly on BFIB
- EFA communicate with centers who fall below 85%
- Teachers will post attendance percentage at site
- Celebrations for classes doing well
- Celebrations for parents bringing their child to school



## PROGRAM POLICIES AND PROCEDURES

### **Attendance:**

Regular attendance is important for your child to maintain steady progress and to enjoy the benefits of a high-quality early childhood experience.

#### **Absences:**

- Notify your child's teacher within one hour of school starting if your child will be absent
- Teacher will call within 1 hour of arrival time if child is not in school and family has not called to report absence
- A doctor's note is required upon return to class if child is absent 3 or more days
- **5-10 Absences:** parent/guardian will be contacted to discuss absences and develop strategies to support the family's well-being. (See attendance tiers procedures)

#### **Lateness**

- Children must arrive on time and be picked up on time daily based on the center's hours of operation
- Repeated late arrivals, or pick up may cause your child to be placed on a waiting list
- **First Occurrence:** The teacher will meet with parents to remind them of late pick up policies

- **Second Occurrence:** The teacher and the Education Administrator will meet/speak with parents to discuss the reason for lateness and to assist parents in identifying strategies to avoid further incidents.
- **Third Occurrence:** The child will be in jeopardy of losing his/her spot in the Bright Futures program and may be placed back on the waiting list. This includes late pick up during half-days.

#### **Escorts – Arrival and Dismissal**

- The parent/guardian or a **chosen** adult (18 years of age or older), **MUST** escort children safely to and from the Bright Futures center. For your child's safety and protection, be sure to adhere to the following:

**All escorts (parents/others) must have a valid photo ID (i.e. driver's license, employer ID, school ID, State ID, etc.) A copy will be taken and kept on file.**

- Children must be signed in and out from the pickup/drop off area
- Escorts must sign full name on the sign-in/out sheet each day upon arrival and note a daily contact number
- Escorts must sign full name when picking up the child and record the time

- Children are only released to persons whose names are on center records as an escort
- If an emergency requires pickup by someone not on the list, a call must be made by the parent/guardian to the teacher giving permission for a one-time pick up. Teacher will call back to confirm. Escort must have a valid ID
- Children will not be released to anyone who is unfamiliar to them

#### **Emergency Contacts**

It may be necessary to contact a parent/guardian during the day. Therefore, you must keep your emergency contact information up to-date with current addresses, telephone numbers, and names of two emergency contact persons.

The emergency contacts must be willing and available to pick up your child in the event that you cannot be contacted.

Please inform the persons that you have provided their names/numbers to the staff.

### **Custody/Restraining Order**

Any custody or restraining orders must be submitted with the application or when the order is granted by the court. The documents will be kept in the child/family record at the school. Any changes to the document must be provided to staff to ensure the safety of your child.

### **Student Care Packet**

- An extra set of clothing, including socks and underwear
- A small blanket
- A small sheet
- A drawstring closure bag to store clothing
- An extra plastic bag for soiled clothes as needed

**Your child's name must be on each article of clothing with a permanent marker. Take home the sheet and blanket each weekend for laundering.**

### **Dress Code**

The School District of Philadelphia has a dress code. In order to comply with this policy, check the school colors for uniform at <https://www.philasd.org/face/family-resources/uniform-colors/>

### **Clothing and Accessories**

Your child should wear clothing that allow for easy and safe movement as well as full participation in active and messy play. Jewelry, hair beads and other fashion accessories are unsafe and must not be

worn.

Footwear must not be slippery, will not twist or come off the feet while running and stay firmly on the feet while climbing, jumping, skipping and crawling. Footwear cannot limit active play, such as shoes with heels, flip-flops, loose boots, or dress shoes. Shoes and socks must be worn at all times.

### **Active Supervision**

Through Active Supervision, staff provide focused attention to prevent injuries and create a safe environment.

### **Student Assessment**

Our teachers utilize the following methods to assess the progress of your child.

- Anecdotal records
- Classroom participation
- Staff observation
- Portfolios containing your child's work

### **Home Activities**

Home activities are an extension of the classroom experience designed to bridge home and school. These activities are shared experiences between child and parent and should not be construed as homework.

### **Siblings**

Siblings can attend special presentations at the center, but siblings cannot participate in classroom activities or go on field trips with the Bright Futures children.

### **Rest Time**

Children are:

- Provided with individual cots
- Encouraged to rest approximately one (1) hour each afternoon
- More comfortable when resting with a small sheet or blanket from home

### **Trips**

When funds are available, age-appropriate, educational trips are planned to broaden your child's learning experience. Prior to each trip, information is sent home regarding the date, place and time.

You must sign the following permission slips:

- Neighborhood Walk (at the beginning of the year)
- Class trip (must be signed as they are scheduled throughout the year)

### **Closing Due to Inclement Weather**

When weather conditions cause The School District of Philadelphia to close, the Bright Futures centers are also closed. Information is posted on the District website, Facebook page and Twitter feed.

**For school closing announcements, listen to KYW news radio 1060 am or check the following websites:**

<https://www.fox29.com/closings>  
<https://6abc.com/community/schoolclosings/>  
<https://philadelphia.cbslocal.com/tag/school-closings/>  
<https://www.nbcphiladelphia.com/weather/school-closings/>

# **Nutrition & Food Services Policies and Procedures**

# Program Policies and Procedures

## Nutrition and Food Services

Mealtime is an integral part of the Bright Futures experience. The food program includes breakfast, lunch, and an afternoon snack. Menus are planned according to the Child and Adult Care Food Program (CACFP) guidelines and are posted in the center. All mealtime participants **must** follow food safety and sanitation guidelines.

- Everyone must wash their hands before handling any food products
- All volunteers, parents/guardians must remove coats, hats, and gloves and wash their hands before helping with meals and snacks
- Children must be allowed to serve and feed themselves in a family-style setting
- Assistance must be provided for children with special needs or disabilities, as needed
- No food, including the afternoon snack, can be taken home. All food must be served and eaten in the center

### **Breakfast** (8:30 am to 9:15 am)

Breakfast consists of a grain (cereal or hot entrée), a fruit, and 1% milk

Each child is offered breakfast as he/she breakfast at home, he/she can still have the opportunity to eat breakfast at the center

- No child is ever forced to eat. The full breakfast is made available to all children and they have the option to eat whatever portion of the meal they choose
- Breakfast is **not** available to staff, parents or siblings

### **Lunch** (11:30 am to 12:45 pm)

- Lunch consists of a meat or meat alternate entrée, vegetable, fruit, bread or other grain, and 1% milk
- Children are encouraged to eat lunch, but are never forced to eat anything
- Food is not used as a treat, reward, or punishment
- **No Peanuts or Tree Nuts!**: Peanuts, peanut butter, tree nuts, and any foods containing these ingredients are **not** served to children in the center. Please inform your child's teacher, Health Services staff, and Nutrition Services staff of any food allergies
- Staff and volunteers must not drink or eat other foods while sitting with the children during mealtime
- Parents/guardians must not bring any outside food or send snacks, candy, or treats to the classroom. An exception to this policy must be authorized by the Nutrition Coordinator and Health Services staff for documented medical or religious reasons
- Lunch will be provided for all children and parents/guardians who attend field trips. Parents must not bring any outside foods for field trips. Breakfast will be served at the center before departing for the field trip and snack will be served when the children return to the center after the field trip

(Nutrition section revised August 2020)

### **Snack** (2:15 pm to 2:45 pm)

- Snack consists of two of the following components: 1% milk, meat or meat alternate (string cheese, yogurt, etc.), vegetable, fruit, bread or grain
- Children are served an afternoon snack on each full day at the center. The snack must be eaten at the center and may **not** be taken home

### **Outside Foods & Celebrations**

- No one is allowed to serve home cooked foods to children while in the center. This is to safeguard children from any food allergies and to protect their health & safety
- We encourage celebrations to include non-food ideas like reading the child's favorite book or wearing a birthday crown. If food is used for celebrations, it must be only healthy food, it must be served after the program snack, and must not be served in place of meals or snacks. Please ask your Teacher or Nutrition Field Rep for ideas of healthy foods for celebrations like a watermelon cake or fruit and cheese kabobs.
- Sweetened beverages (soda, fruit drinks, etc.) must never be served at the center or during celebrations

# **Health Services Policies and Procedures**

Health Services are provided to help every child get ready to learn. Concerns are identified early and addressed to support school readiness and make sure that health issues do not affect children's learning.

### Bright Futures Requirements:

- **Immunization Requirements:**  
PreK students must have the following shots...
  - 1 Influenza (Flu)
  - 3 Hepatitis B
  - 4 DTaP
  - 3 IPV (POLIO)
  - 1 MMR
  - 1 VARICELLA (CHICKEN POX)
- The Flu vaccine has been added to the list of required vaccines to protect children and reduce the spread of influenza. This vaccine is needed each year between August and December
- Waivers for students in temporary living situations and/or immigrants
- Physical Examinations: Due at enrollment & annually
- Dental Reports: Due at enrollment & annually

### School Trips & Health:

- Your child WILL NOT be permitted to attend any school trips WITHOUT having a current Physical Examination or Child and Adult Care Food Program Medical Plan of Care Form
- \*\*\*\*THIS DOES NOT APPLY TO FAMILIES THAT ARE CONSIDERED IN TEMPORARY LIVING SITUATIONS\*\*\*\*

### Early Intervention Services

Teacher or parent can request Early Intervention Services when they suspect a child has a developmental delay in any of the following areas:

- Speech and Language
- Cognitive

- Fine and gross motor skills
- Social-emotional skills

Early Intervention Services, provided by Elwyn Inc., requires a parent's written permission prior to completing an evaluation. If the evaluation determines a developmental delay, an Individualized Educational Plan (IEP) will be developed to meet the child's needs

### Consent for Release of Information Form:

- Necessary for communication with primary physicians, dentists, and any medical specialists
- Obtained by nurses

### Medications in School:

- Notify your child's teacher if an as needed emergency medication may be required during Head Start hours.
- A completed MED-1 form must be signed by parent and doctor
- Medication must be in the pharmacy container with label, instructions, and your child's name
- The teacher will alert the nurse assigned to follow-up with you regarding required paperwork

### Dental Hygiene:

- Each child will receive a toothbrush, which is labeled and kept in a sanitized holder
- The toothbrush is replaced every three months
- Children will brush their teeth under the supervision of the center staff daily

### Illness/Diseases:

- If a staff member notices that your child appears sick or has symptoms of a disease that may infect others, the nurse, teacher, or a member of the administrative team will call you
- A child may temporarily be excluded with a short-term injury, contagious

illness, or other reasons that could affect the health and safety of other children and/or persons who may be exposed to them while in the center's environment. **A NOTE FROM THE DOCTOR'S OFFICE OR HOSPITAL IS REQUIRED TO RETURN TO SCHOOL IF THE CHILD WAS EXCLUDED FROM SCHOOL**

### FOLLOW-UP OF SEVERE ILLNESS OR INJURY:

#### Alert Your Child's Teacher if...

- Your child is admitted in the hospital
- Your child was seen in the Emergency Room the day/evening/weekend prior to coming to school. **YOU MUST BRING A NOTE FROM THE DOCTOR/HOSPITAL WHEN THE CHILD RETURNS TO SCHOOL**

The nurse assigned to your center will follow-up with you and/or the teacher regarding health management of your child in school.

#### Keep Your Child Home for:

- a fever above 100° (including having one the night before)
- vomiting
- diarrhea
- Pinkeye, strep throat, chicken pox, measles, mumps

#### Concerns related to your child's wellness?

- Discuss with your child's teacher. The teacher will make a referral to the appropriate member of the Prekindergarten/ Head Start Support Team

#### Resources:

##### *Caring for Our Children*

<https://nrckids.org/>

##### *Philadelphia Immunization Requirements for School Entry*

<https://www.philasd.org/studentplacement/wp-content/uploads/sites/19/2018/01/2018-2019-K-12-School-Immunization-Requirement.pdf>

# School Readiness

## **School Readiness**

Bright Futures' approach to School Readiness means that children are ready for school, families are ready to support their children's learning and schools are ready for children.

## **Conferences**

**Conferences occur two (2) times a year.**

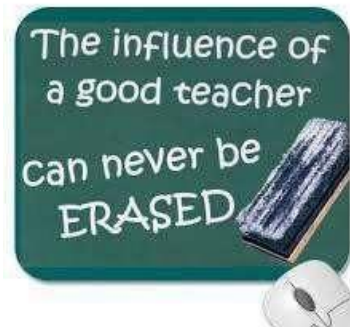
- A parent/teacher conference will be held at the Bright Futures center where your child's developmental progress or your family's Bright Futures experiences are discussed

**Transition Activities and Support** These activities focus on your child's transition into our program and transition out to kindergarten or other early care and education settings. They help prepare you and your child for a preschool or school environment and provide information relevant to your child's developmental progress

## **Kindergarten Registration**

**Children who will be 5 years old on or before September 1<sup>st</sup> are eligible for kindergarten and must register at their neighborhood school.**

Registration begins in January and should be completed by May 31<sup>st</sup> for neighborhood schools. The Social Service team will host kindergarten transition workshops to provide families with information about registering.



## **To Register for Kindergarten:**

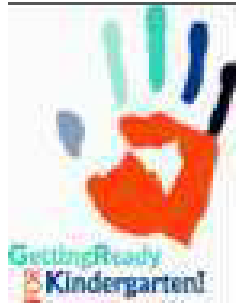
- Identify your school
- Gather your documents
- Register at your school

## **Find Your Fit**

To apply to a school other than your neighborhood school, you must apply the previous year during the School Selection Process window in October/November.

For detailed information regarding the Kindergarten Registration process and the required documents, visit <https://www.philasd.org/studentplacement/services/kindergarten-registration/>

If you apply to a charter school, you should still register for your neighborhood school until acceptance before releasing your neighborhood slot.



# SCHOOL READINESS GOALS

## Skills that children need to succeed in kindergarten:

### Social and Emotional Center

1. Expresses feelings appropriate to the situation
2. Knows own preferences and abilities
3. Can suggest simple solutions to conflict
4. Can follow rules and routines

### Language Center

5. Recognizes 10 upper case and 10 lowercase letters
6. Recognizes name or other words in print
7. Makes beginning sounds in short words
8. Matches 6-10 letters with their sounds
9. Remembers details from stories
10. Uses cover and pictures to talk about a book
11. Writes own name, with most letters correct

12. Plans and tells, draws, or writes a story
13. Speaks in understandable sentences.
14. Responds appropriately to directions and questions
15. Talks with familiar adults and peers
16. Uses few grammatical errors in conversation

### Math and Science Center

17. Counts to 20
18. Knows written numbers from 1 to 10
19. Understands simple addition and subtraction
20. Names squares, circles, triangles and rectangles
21. Describes the position or order of objects (first, next to)
22. Compare two objects (bigger, taller, heavier)

23. Sorts, counts and compares quantities

### Approaches to Learning Center

24. Shows interest in new experiences
25. Acts out familiar scenarios, gives out and/or takes on roles
26. Persists in chosen activities, even when they get hard
27. Breaks tasks into steps and does them one at a time

### Physical Development Center

28. Tries to solve problems in different ways, gets needed help
29. Manipulates small objects
30. Moves whole body with confidence

These 30 school readiness goals are based on the PA Office of Child Development and Early Learning (OCDEL) Kindergarten Entry Inventory.





# Will Your Child be Ready for Kindergarten?



## YOU can increase your child's success in school

Being "ready" means more than counting and saying the alphabet.

Does your child know that the letters make sounds?

Does she know that words are made of those letter sounds?

He can count to 10, but does he understand "more than" and "less than"?

**Talk with your child every chance you get. Kids learn by being part of the conversation!**

## Do these ten things every day!

1. Show him you are learning, too. Tell him what you learned today.	6. On the bus or at the store, count a new thing every day. Look for numbers and talk about what they mean.
2. Encourage her to try something new and help her succeed.	7. Listen for what she thinks, knows, or wants to know.
3. At bedtime, read a story and discuss it. What was his favorite part? Why?	8. Limit screen time and encourage him to make up his own games.
4. Walking around, look at signs and point out letters on them and the sounds they make.	9. Tell her what you notice she is good at and offer challenges based on her strengths.
5. Around the house, have her sort and arrange things like forks and spoons, coins or laundry.	10. Show your love, stay close, and say three positives for every negative.

# Emergency Procedures



School District of Philadelphia  
Universal Emergency Procedures for  
When Students are in School

**A. Evacuation**

(Used when conditions outside are safer than inside)

- Take the safest way out as posted
- Assist those needing assistance
- Do not stop for student/staff belongings
- Go to designated Assembly Area
- Check for injuries
- Wait for further instructions

**B. Reverse Evacuation**

(Used when conditions inside are safer than outside) **When announcement is made or alarm sounded:**

- Move students and staff inside as quickly as possible
- Assist those needing assistance
- Report to classroom
- Check for injuries

**C. Severe Weather Safe Area**

(Used when severe weather emergencies)

**When announcement is made or alarm sounded:**

- Take the closest and safest route to shelter in designated areas
- Occupants of portable classrooms shall move to the main building to designated safe areas

- Assist those needing assistance
- Do not stop for student/staff belongings
- Close all doors
- Remain in safe area until the “all clear” is given

Wait for further instructions

**D. Shelter in Place**

(Used in extreme gas or chemical release)

- Students are cleared from the halls immediately and are to report to the nearest available classroom or designated location
- Assist those needing special assistance
- Close and tape all windows and doors and seal the gap between bottom of the door and the floor (external gas/chemical release)
- **No one is allowed** to leave the room
- Stay away from all doors and windows
- Wait for instructions
- Move students to interior walls and drop
- Shut off light, BE QUIET!!
- Wait for further instructions

**E. Lockdown**

(Used to protect building occupants from potential danger in building)

- Students are cleared from the halls immediately and are to report to the nearest available classroom or designated location
- Assist those needing special assistance
- Close and lock all windows and doors and do not leave for any reason
- Cover all room and door windows
- Move students to interior walls and drop
- Shut off light, BE QUIET!!
- Wait for further instructions

**F. Drop, Cover and Hold**

(Used for imminent danger to building or immediate surroundings)

**When the command “DROP” is made:**

- **DROP** – to the floor/ground
- **COVER** – your eyes by leaning your face against your arms
- **HOLD** – maintain present location/position
- Assist those needing assistance
- Move students to interior walls and drop to the floor

# **Parent, Family and Community Engagement**





# Ways to Volunteer

The success of our early childhood program depends upon the active participation of every parent. Parents are invited to participate in their Home and School Association and/or Parent Council or to volunteer their time in ways identified and needed by individual schools and/or programs.

## Volunteer

The time that a volunteer contributes to the center is valued; however, state regulations require that volunteers must be at least 16 years of age. An exception is made for a teen parent who has a child enrolled in the program.

Listed below are several ideas for volunteers:

### **Classroom**

- Field trip chaperone/escort
- Assist in the classroom under the guidance of the teacher
- Work with small groups of children on special activities/projects
- Play educational and socialization games with the children
- Read stories to a small group or to the class
- Prepare materials for art and other class projects
- Demonstrate and teach a special craft or activity with the class
- Assist with mealtime activities (food service, hand washing, etc.)
- Assist with lesson planning

### **At-Home**

- Read to your child and engage in School Readiness literacy activities/initiatives
- Engage child in activities that reinforces the classroom curriculum
- Cut or prepare materials for the classroom
- Recruit other families for possible enrollment, etc.
- Participate in authorized fundraiser activities that generate funds to enrich and enhance learning experiences for the children and families (e.g. field trips to museums, zoo, theater productions, etc.)



# Volunteers

## HELPFUL TIPS FOR VOLUNTEERS

### Remember as You Volunteer....

- Arrive and be prepared to engage in activities under the guidance of classroom staff.
- Every activity or task is important. The more support you give, the more you, your child and the other children will gain from the Head Start experience.

### Do

- + Be familiar with classroom procedures
- + Learn children's names and use them
- + Tell children your name and encourage them to use it
- + Set a good example by speaking clearly
- + Show good manners- remember to say words like "thank you" and "please"
- + Praise the children for good manners, good behavior, curiosity and appropriate responses
- + Listen to what children have to say
- + Respect each other's differences, keeping in mind that each person reflects different cultures and values
- + Support the emotional needs of children by helping them feel safe and secure
- + Raise children's self-esteem with statements like....
  - "You did a good job putting all the books away"
  - "You have really learned a lot"
  - "You were a good listener when I read the story"
- + Help children learn to talk about their problems, so they can learn positive ways to resolve conflicts
- + Give feedback to the teacher about the children's progress as related to an activity you worked on together
- + Respect the children's and parent's confidentiality in order to avoid possible legal problems and/or lawsuits, sign the confidentiality form
- + Expect the children to treat you as a teacher, act like one, ask the teacher for guidance



### Don't

- + Interfere with staff's management of the children
- + Eat or drink anything in front of the children that is not part of their menu
- + Talk negative to anyone about children or other parents
- + Talk about other people's children to anyone other than the teacher when necessary
- + Curse, scream, use foul language or obscene gestures
- + Chew gum or smoke in the presence of children
- + Frighten children by threatening them with spanking, bogeyman, etc. Children need to feel safe and secure with you
- + Embarrass children or try to make them feel bad about themselves, with phrases like "you're bad", "scaredy cat"
- + Hit a child or allow children to hit or hurt each other



# CHILD ABUSE

**CHILD ABUSE HOTLINE:  
1-800-932-0313**

## **Definition of Child Abuse**

As provided by the Child Protective Services Law Act of November 26, 1975, PL 438 (No. 124) an “Abused Child” means a person under 18 years of age who exhibits evidence of serious physical or mental injury not explained by the available medical history as being accidental. Sexual abuse or serious physical neglect is also included in this definition.

## **Persons Required to Report Suspected Child Abuse**

People who work with children are among those required to report suspected child abuse under the Child Protective Services Law Act. To comply with the law and in an effort to aid in the prevention and follow up of suspected child abuse and/or neglect, staff refers such cases to the state and local offices of the Department of Human Services. The intent of this referral is to provide help for families under stress, not to be accusatory or punitive.

## **Immunity from Liability**

According to the Child Protective Services Law Act, “any person participating in good faith in the making of a report or testifying in any proceeding arising out of an instance of suspected child abuse shall have immunity from any liability, civil or criminal, as might otherwise result by reason of such actions”.

## **Penalties for Failure to Report**

Any person or official required by the Child Protective Services Law Act to report a case of suspected child abuse “who willingly fails to report shall be guilty of a summary offense, except that for a second or third subsequent offense he/she shall be guilty of misdemeanor of the third degree.”

## **Note:**

The Bright Futures program reserves the right to restrict any parent/guardian or family member from entering a Bright Futures facility, if he/she behaves in a manner that is threatening, aggressive or disrespectful to any child, parent, program staff or school staff member

# Notes

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