

**NOVEMBER**  
**2017**



**REMINDER**  
Set Your Clocks

Daylight Savings time  
ends at 2:00 AM on  
Sunday, November 5

**YVEDDI Head Start  
Administrative Office**

116 Baptist Church Road  
Boonville, NC 27011

Ph. (336) 367-4993  
Fax (336) 367-4997



## 2017-2018 Openings

**Sign Up Today!**

We provide high quality childcare at no cost.  
Eligibility is based on income.

If you know of a three or four year old who may qualify for our services, please contact our office.

### We offer:

- ◆ Free Health Services
- ◆ Free Dental Service
- ◆ Free nutritious meals and snacks
- ◆ Individualized family support
- ◆ We also serve children with special needs

### Call for more information

**Davie County**  
(336) 284-2374

**Stokes County**  
(336) 593-2370  
(336) 983-2344

**Surry County**  
(336) 786-6155  
ext. 227/230/228

**Yadkin County**  
(336) 367-7175  
(336) 463-4137

### INFORMATION NEEDED TO COMPLETE APPLICATION

Child's Birth Certificate

Immunization Record

Verification of income for each parent/  
caregiver  
(current W-2/tax forms)

Child Support  
Verification (if any)

Medicaid/Insurance Card

Documentation of child's disability  
(if any)

A physical is required before  
enrollment



Your child must be 3 or 4 years old by August 31st

## Program Mission

The YVEDDI Head Start Program will continuously establish and evaluate program practices that will bring about the greatest success for children and families.

## Holiday Schedule

**November 10**  
Veteran's Day

**November 23-24**  
Thanksgiving Holiday

**December 25-27**  
Christmas Holiday



**American Red Cross**

## Blood Drive

Wednesday, November 22, 2017  
12:00 - 4:30 PM

Please contact Allison Winters at (336) 367-4993, ext. 231 or email [awinters@yvheadstart.com](mailto:awinters@yvheadstart.com)

You may also visit [www.redcrossblood.org](http://www.redcrossblood.org) and enter sponsor code: Yadkin Valley

Please bring photo ID.



Newsletter Editor:  
Donna Rutledge, Communications Specialist

## Upcoming Parent/Child Interactive Workshops

November 2nd - Stokes County at London Elementary School 6-7 p.m.

November 13th - Davie County at Davie County Public Library 6-7 p.m.

November 14th - Yadkin County at YVEDDI District Office 6-7 p.m.

November 16th - Surry County at L. H. Family Resource Center 6-7 p.m.

## YVEDDI Weatherization Assistance Program

The Department of Environmental Quality has designated funds to assist low-income families and individuals to have adequate heat in their homes and to reduce their utility costs by means of weatherization.

The Heating Appliance Repair/Replacement Program (HARRP) can repair or replace a heating system that is functioning below the manufacturer's standards. Weatherization includes installing insulation, sealing air leaks, and performing measures that will reduce energy usage.

To meet the financial requirements for assistance, the gross house-hold income for the last 12 months cannot exceed 200% of the Federal Poverty Index.

To find out more information, call (336) 367-3535.



The dentist visited Oak Grove on Friday, October 6<sup>th</sup>



**[www.NC211.org](http://www.NC211.org)**

Need Help, But Don't Know Where To Turn?  
**DIAL 2-1-1**

Free ▪ Confidential ▪ 24 Hours a Day ▪ Any Language

### Your connection to:

- Basic Needs (food, clothing, shelter)
- Child Care Services
- Consumer Help
- Counseling
- Crisis Intervention
- Health Care
- Housing
- Senior Services
- Support Groups
- Volunteer Opportunities

We had the pleasure of visiting the Mount Olive Center and snapped a few pictures of some of the great things happening.



Every child starts the day with their name on the house. When they arrive at school, they move their name from the house to the bee hive.



Painting and pizza art that support the Crazy Pizza Day book.

"Feelings Area" - where children go to calm down and to feel safe.



Play Time



Children get to choose their lunch every day

## Did You Know?

### There are 7 components of literacy...

**Literacy as a source of enjoyment-** When adults hold children and read to them, children begin to experience reading as a pleasurable experience thus fostering a love for reading.

**Vocabulary and language-** Children learn the meaning of most words through everyday experiences with oral and written language. Research shows the link between adult's storytelling activities and children's later language skills, vocabulary, and school readiness.

**Phonological awareness-** As children have a good understanding of the sounds of language they will begin to connect printed symbols with their corresponding sounds of language.

**Knowledge of print-** As children see adults modeling writing they learn firsthand where to start writing on a page, and how print is ordered from left to right.

**Letters and words-** Children often recognize the letters in their own name first because these letters are important to them. Including activities with children's names is an excellent way to make letters and words meaningful.

**Comprehension-** Comprehension skills are developed through experiences that promote oral and written language skills such as discussions, dramatic play, retelling stories, and interactive reading.

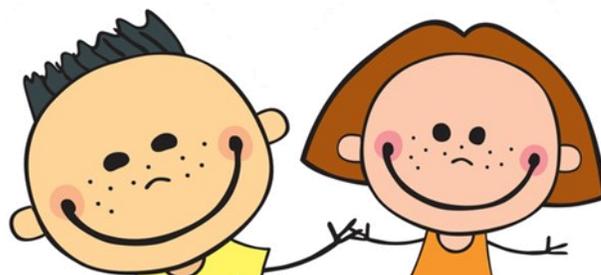
**Books and other text-** To increase children's understanding of books and other text, children should be given experiences with a wide variety of books of different categories. Children also learn there are other materials in addition to books to read such as charts, menus, billboards and signs, etc. Give your child a head start on success by helping to foster a rich early literacy environment. Ask your child's teacher for ways to help increase literacy at home.

Source: The Creative Curriculum for Preschool 6th Edition Volume 3 Literacy

## INCLEMENT WEATHER



Please note that Head Start delays and closings due to inclement weather will follow their local school system unless otherwise contacted. *When Head Start is closed due to inclement weather all Head Start activities are cancelled including parent meetings, policy council meetings and workshops.*





YVEDDI Head Start welcomed their classroom staff back on August 3rd. The classroom staff met in Boonville at the Family Life Center for seven days of intense training to prepare for their year.

Since Head Start will be using a new curriculum, The Creative Curriculum 6<sup>th</sup> Edition, the first two days were devoted to that topic with information provided to introduce the new curriculum kits and lesson plans. The week continued with staff receiving information on various topics including CACFP, Playground Safety, Transportation Safety, Child Abuse and Neglect, and Fire Safety.

Our program was also thrilled this year to include current teaching staff members on the agenda covering topics such as Sign Language for Preschool Children and Literacy Activities for Preschool Children.

Teachers that are currently enrolled in the EESLPD process to receive their state SP11 licensure, must become proficient in the area of Demonstrating Leadership. One way is to provide training to their peers on a chosen topic. This year, Vivian Easter, Tonya Carpenter, and Ashley Jones conducted sessions on the topics mentioned above.

We are excited to be beginning another year with 385 children that will fill our classrooms. We look forward to providing quality services to children and families and making a difference in the lives of those that we serve.



### Child Abuse Prevention Guidelines

Each day more than five children die as a result of abuse or neglect. On average, a child abuse report is made every 10 seconds for a total of approximately 3.3 million child abuse reports annually.

Childhelp has developed the following child abuse prevention guidelines to help keep your child, or a child you care for, from becoming a statistic.

- Never discipline your child when your anger is out of control.
- Participate in your child's activities and get to know your child's friends.
- Never leave your child unattended, especially in the car.
- Teach your child to use their voice to allow them to prevent abuse in their own life.
- Ask questions; for example, when your child tells you he or she doesn't want to be with someone, this could be a red flag.
- Listen to them and believe what they say.
- Be aware of changes in your child's behavior or attitude and inquire into it.
- Teach your child what to do if you and your child become separated while away from home.
- Teach your child the correct names of his/her private body parts.
- Be alert for any talk that reveals premature sexual understanding.
- Pay attention when someone shows greater than normal interest in your child.
- Make certain your child's school or day care center will release him/her only to you or someone you officially designate.

To learn more about child abuse prevention, call the Childhelp National Child Abuse Hotline at 1-800-4-A-CHILD® (1-800- 422-4453). The 24/7 hotline is staffed with professional counselors who offer information about child abuse prevention as well as crisis intervention, literature and referrals to thousands of emergency, social service and support resources

### Safe Arrival and Departure Procedures

Upon arrival, all children must be accompanied inside the facility by an adult. It is the adult's responsibility to make sure that the child is secured inside the building.

The adult must complete the child sign-in log. Sign-in must include the time in and the adult's signature.

If there will be a change in the designated pick-up person for the afternoon, a change form must be completed at the center and given to the staff. In the event of an emergency, program staff will contact Emergency Contact persons listed on the enrollment application.

At departure, the designated adult must complete the sign-out log, including the time out and signature.

When a child is transported by the facility to the child's home or drop-off location, a prior approved, designated adult must be available to receive the child from the bus.

For the safety of our children, when someone on the Emergency Contact list must pick up a child from the center, our staff are required to ask to see a photo identification for that adult.



# Prevention of Shaken Baby Syndrome and Abusive Head Trauma

## YVEDDI Head Start

### Belief Statement

We, YVEDDI Head Start, believe that preventing, recognizing, responding to, and reporting shaken baby syndrome and abusive head trauma (SBS/AHT) is an important function of keeping children safe, protecting their healthy development, providing quality child care, and educating families.

### Background

SBS/AHT is the name given to a form of physical child abuse that occurs when an infant or small child is violently shaken and/or there is a trauma to the head. Shaking may last only a few seconds but can result in severe injury or even death. This policy has been developed and adopted in order to prevent SBS/AHT according to North Carolina Child Care rules and regulations.

### Procedure/Practice

How to Recognize Signs and Symptoms:

Children will be observed for signs of abusive head trauma. Some signs and symptoms include: irritability and/or high pitched crying, difficulty staying awake/lethargy or loss of consciousness, difficulty breathing, inability to lift the head, seizures, lack of appetite, vomiting, bruises, poor feeding/sucking, lack of smiling or vocalization, and the inability of the eyes to track and/or decreased muscle tone. Bruises may be found on the upper arms, rib cage, or head resulting from gripping or from hitting the head.

How Staff will Respond:

If SBS/AHT is suspected, staff will:

1. Call **911** Immediately upon suspicion of SBS/AHT and inform the Director and/or On-Site Administrator.
2. Call the parents/guardians.
3. If the child has stopped breathing, trained staff will begin CPR.

How to Report/Local Resources:

Instances of suspected child maltreatment in child care are reported to Division of Child Development and Early Education (DCDEE) by calling 1-800-859-0829 or by emailing [webmasterdcd@dhhs.nc.gov](mailto:webmasterdcd@dhhs.nc.gov)

Instances of suspected maltreatment in the home are reported to the county Department of Social Services.

Davie: (336) 753-6250  
Stokes: (336) 593-2861  
Surry: (336) 401-8800  
Yadkin: (336) 679-4210

**NCWorks Online** is a one-stop online resource for job seekers and employers in North Carolina.

Job seekers can search for jobs, create resumes, and find education and training.

Visit the website today [www.ncworks.gov](http://www.ncworks.gov) or stop by one of the office locations listed below.

### NCWorks Career Center Locations

Surry and Yadkin County (Monday-Friday)  
541 West Pine Street Suite 300 ▪ Mount Airy, NC 27030  
Ph. (336)786-4169

Yadkin County Workforce Center (Tues & Thurs)  
233 East Main Street (Yadkinville Library) Yadkinville, NC 27055  
Ph. (336) 679-8792

Davie County (Wednesday and Thursday)  
371 North Main Street (Mocksville Library) Mocksville, NC 27028  
Ph. (336) 753-6030

Stokes County (Monday-Friday)  
904 North Main Street ▪ Walnut Cove, NC 27052  
Ph. (336) 591-4074

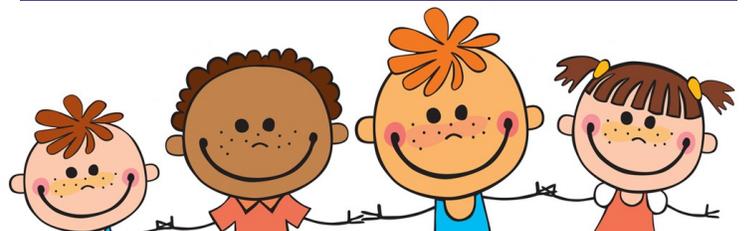
## Today's Heroin Epidemic

More people at risk, multiple drugs abused

### Overview

Heroin use has increased across the US among men and women, most age groups, and all income levels. Some of the greatest increases occurred in demographic groups with historically low rates of heroin use: women, the privately insured, and people with higher incomes. Not only are people using heroin, they are also abusing multiple other substances, especially cocaine and prescription opioid painkillers. As heroin use has increased, so have heroin-related overdose deaths. Between 2002 and 2013, the rate of heroin-related overdose deaths nearly quadrupled, and more than 8,200 people died in 2013. States play a central role in prevention, treatment, and recovery efforts for this growing epidemic.

Source: CDC



## YVEDDI Head Start Addressing Challenging Behaviors Policy

Purpose: YVEDDI Head Start's Challenging Behavior Policy is to support families and children by providing the use of developmentally appropriate techniques when addressing challenging behaviors.

*The following steps will be taken in order to address challenging behaviors:*

**Step 1:** Teachers will establish clear and consistent practices to support emotional and social development. Practices include promoting positive relationships, setting up supportive environments and providing instruction on emotional literacy, regulating emotions and problem solving.

**Step 2:** For children with emotional and social developmental delays or other risk factors that need assistance in order to understand emotions and learn to apply social skills, staff and families work together to gather data. The data will describe the child's challenging behavior in order to identify specific skills and situations that require more attention and specific strategies to improve behavior.

**Step 3:** When children continue to exhibit challenging behaviors after the first two steps of practice have been implemented, a "behavior intervention team" assembles to review the data and develop an appropriate behavior plan. The plan will include specific strategies for replacing the challenging behavior, assuring that the challenging behavior is not inadvertently rewarded, and eliminating or decreasing triggers associated with the challenging behavior. The behavior intervention team will partner with community mental health resources, behavior specialists and the IEP team (if applicable) to help coach staff and families throughout the process. Teaching staff should continue to use the Classroom Behavior Record to document persisting behavior and strategies used to address behavior.

Even with the implementation of strategies at each step, it is possible that very serious, violent, out-of-control behavior can occur. When this happens, the safety of all children and staff must be protected by attempting to deescalate the violent, out-of-control behavior. The teaching staff should maintain a calm, quiet and supportive tone and make eye contact with the child while positioning him/herself so that the child can't run away or hurt others. He or she should validate and name the child's emotional state and provide clear directions about what to do next. If the child does not respond to verbal support and directions and is displaying aggressive, harmful behavior, it may be necessary to remove other children so that they are at a safe distance while the teacher continues to stay close to the child and offer support to calm him or her.

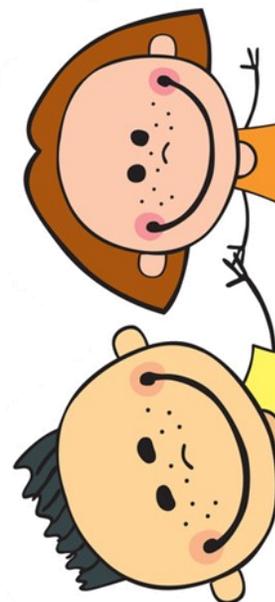
In very severe cases, when a child persists in exhibiting serious challenging behavior that is likely to harm himself or others even after the above strategies have been implemented over time, the behavior support team will complete and review the Suspension Plan Report and discuss whether or not suspension or expulsion is necessary. These cases should be rare.

## Center Arrival Time

Head Start arrival time is from 8:00 AM – 8:30 A.M. and no child will be accepted after 8:30 A.M. for any reason other than a doctor's appointment.

Please bring a doctor's note to ensure proper documentation of absence. If after the doctor's appointment your child cannot arrive by 10:30, you will need to make other arrangements for the day.

If your child has an appointment, you will need to inform the Teacher the day before or by 8:30 the morning of so that lunch can be ordered for your child.



## Do you have a child with disabilities?

**IDEA** - the Individuals with Disabilities Education Act (p. L. 102-119) was passed by Congress and requires that all states and territories provide a public school education to children with disabilities from ages 3 to 21, no matter how severe their disabilities are.

This law promises to children with disabilities a "free appropriate public education" at public expense, that their educational placement is based on an evaluation of each child's own special needs and that an Individualized

Education Program (IEP) is planned for your child and states the services they will receive. If you have a child with disabilities be sure they are receiving the special education they deserve.

If you need further information, please call the Head Start Office at (336) 367-4993 and we'll be glad to help.

# YVEDDI Head Start Lockdown Procedures



A lockdown is implemented when a situation occurs that may be hazardous to health or is life threatening.

A lockdown is intended to limit access and hazards by controlling and managing staff and students in order to increase safety and reduce possible victimization. A lockdown may be called by school officials, law enforcement agencies, Head Start Administrative Staff, or other emergency responders. Sites with one classroom will post a sign with a lock to signify the lockdown is in process. The On-Site Administrator will instruct all classrooms to do this at multiple class locations. A lockdown may be called for a variety of reasons including: weapons, intruders, police activity in or around the school, contamination or hazardous materials, terrorist events, or even weather.

A lockdown means **no one** is allowed to enter the center and **no one** is allowed to exit the center. Children are not permitted to leave the school/classroom during a lockdown. Doors are locked and parents must follow the directions of school/Head Start personnel.

## **A Lockdown Includes:**

- *Teacher/Center Director calls 911 immediately and provides as much information as possible*
- *Fire evacuation alarms must not be sounded*
- *All doors, windows, and classrooms will be locked by classroom staff. No additional locks are permitted other than locks found on doors.*
- *Blinds will be closed*
- *No one will be permitted to enter or leave the building.*
- *Lockdown will continue until the school/HS classroom receives an "all clear" signal from emergency or administrative personnel*
- *Students and teachers will remain in their classrooms*
- *Parents will not be allowed to pick up children from school/HS classroom*
- *Parents should not call the school/classroom as the phone must only be available to emergency personnel*
- *Emergency Safety Evacuation routes are posted with two exit routes from every location in the building*

**Classrooms will post a sign with a picture of a lock to notify parents that a lockdown is in process either in the front door glass or the window closest to the front door.**



## **Be Prepared...Emergency Supply List**

- 3-day supply of non-perishable food (dried fruit, canned tuna fish, peanut butter, etc.) and a can opener
- First Aid Kit
- Sleeping bag or warm blanket for everyone in your family
- Change of clothes to last 3 days, including sturdy shoes
- Matches in a waterproof container
- Toothbrush, toothpaste, soap
- Paper plates, plastic cups and utensils, paper towels
- Water: at least a gallon per person, per day
- Battery-powered or hand-cranked radio with extra batteries
- Flashlights with extra batteries
- Cell phone with charger, extra battery with solar charger
- Whistle to signal for help
- Local maps
- Pet supplies
- Baby supplies
- Books, games, or puzzles; favorite stuffed animal or blanket

## **Firearms Safety in the Home**

- North Carolina law requires that the owner or possessor of a gun must not store or leave the firearm in a condition that could be accessed and discharged by a minor who resides in the house of the gun owner. A minor is a person who is under 18 years of age.
- If you fail to safely store firearms, you could pay the price. Not only do you put your children at risk, you could also face fines and/or jail time.
- You may be guilty of a Class 1 Misdemeanor if a minor gains access to your gun and - Possesses it at school or school sponsored events - Displays the gun in a public place in a careless or threatening manner - Causes injury or death - Uses it to commit a crime.

Teach children what to do if they find a firearm.

Discuss with them...

*If you find a firearm, STOP! Don't touch it; leave the area and tell an adult immediately.*

*Never play with guns at a friend or neighbor's house.*

*Again, if you see a gun, tell an adult right way.*

## Medication Safety

Children are curious by nature, and it makes sense that they would be even more curious when it comes to medication. Many medications look and taste like candy. While it's important to encourage your kids to explore and discover new things, when it comes to medication, be careful to keep them safe.

### Hard Facts

Medications are the leading cause of child poisoning. In 2011, 67,700 children were seen in an emergency room for medicine poisoning. That's one child every eight minutes. Almost all of these visits were because the child got into medicines during a moment alone.

### Top Tips

- Put all medicines up and ways and out of sight including your own. Make sure that all medicines and vitamins are stored out of reach and out of sight of children. In 2 out of 4 emergency room visits for medicine poisoning, the child got into the medicine belonging to a parent or grandparent.
  - Consider places where kids get into medicines. Kids get into medication in all sorts of places, like in purses and nightstands. In 67% of emergency room visits for medicine poisoning, the medicine was left within reach of a child, such as in a purse, on a counter or dresser or in the ground.
  - Consider products you might not think about as medicines. Most parents store medicine up and away or at least the products they consider to be medicine. They may not think about products such as diaper rash remedies, vitamins or eye drops as medicine, but they actually are used and need to be stored safely.
  - Use the dosing device that comes with the medicine. Proper dosing is important, particularly for young children. Kitchen spoons aren't all the same, and a teaspoon or tablespoon used for cooking won't measure the same amount as the dosing device. Use the dosing device that comes with the medicine to prevent dosing errors.
  - Put the toll-free Poison Number into your home or cell phone: 1-800-222-1222.
- You can also put the number on your refrigerator or another place in your home where the babysitters and caregivers can see it. And remember, the poison help number is not just for emergencies, you can call with questions about how to take or give medicine.

Source: [www.safekids.org](http://www.safekids.org)



## Plan Your Family Fire Escape

A small flame can get out of control and turn into a large, uncontrollable fire in less than 30 seconds.

- Plan for two ways to escape from each room.
- If you live in a multi-story apartment building, map out as many escape routes as possible to exit stairways on your floor of the building.
- If you live in a high-rise, plan to use the stairs - never the elevator - to escape a fire.
- A secondary route might be a window onto an adjacent roof or a collapsible ladder for escape from upper-story windows. Purchase only collapsible ladders evaluated by a nationally recognized laboratory, such as Underwriters Laboratory (UL).
- Plan for everyone in your home, including babies and others who need help to escape.
- Pick a meeting location away from your home.
- Practice getting out with your eyes closed, crawling low to the floor and keeping your mouth covered.
- Involve children in making and practicing your escape plan.
- Teach children to never hide during a fire; they must get out and stay out.
- Clear toys, boxes and other debris from exits.
- Check that windows open easily. Fix any that stick.
- Be sure that security bars on doors and windows have a quick-release latch, and everyone knows how to open them.
- Practice your family escape drill with everyone in your family!

Source: [www.nsc.org](http://www.nsc.org)



Teresa from the Elkin Fire Department visited the Parent Meeting at Oak Grove on October 10th. She talked to the parents about how important it is to have a fire escape plan at home. The parents drew their home and planned their escape.

## What to Teach Kids About Strangers

Information about the differences between strangers kids should look out for and strangers kids can trust

Kids see strangers every day in stores, in the park, and in their neighborhoods. Most of these strangers are nice, normal people, but a few may not be. Parents can protect their children from dangerous strangers by teaching them about strangers and suspicious behavior, and by taking a few precautions of their own.

Who is a stranger?

A stranger is anyone that your family doesn't know well. It's common for children to think that "bad strangers" look scary, like the villains in cartoons. This is not only not true, but it's dangerous for children to think this way. Pretty strangers can be just as dangerous as the not-so-pretty ones. When you talk to your children about strangers, explain that no one can tell if strangers are nice or not nice just by looking at them and that they should be careful around all strangers.

But don't make it seem like all strangers are bad. If children need help--whether they're lost, being threatened by a bully, or being followed by a stranger--the safest thing for them to do in many cases is to ask a stranger for help. You can make this easier for them by showing them which strangers are okay to trust.

Who are safe strangers?

Safe strangers are people children can ask for help when they need it. Police officers and firefighters are two examples of very recognizable safe strangers. Teachers, principals, and librarians are adults children can trust too, and they are easy to recognize when they're at work. But make sure that you emphasize that whenever possible, children should go to a public place to ask for help.

You can help your children recognize safe strangers by pointing them out when you're out in your town. Also show your children places they can go if they need help, such as local stores and restaurants and the homes of family friends in your neighborhood.

Recognizing and Handling Dangerous Situations

Perhaps the most important way parents can protect their children is to teach them to be wary of potentially dangerous situations – this will help them when dealing with strangers as well as with known adults who may not have good intentions. Help children recognize the warning signs of suspicious behavior, such as when an adult asks them to disobey their parents or do something without permission, asks them to keep a secret, asks children for help, or makes them feel uncomfortable in any way. Also tell your children that an adult should never ask a child for help, and if one does ask for their help, teach them to find a trusted adult right away to tell what happened.

You should also talk to your children about how they should handle dangerous situations. One way is to teach them "No, Go, Yell, Tell." If in a dangerous situation, kids should say no, run away, yell as loud as they can, and tell a trusted adult what happened right away. Make sure that your children know that it is okay to say no to an adult in a dangerous situation and to yell to keep themselves safe, even if they are indoors. It's good to practice this in different situations so that your children will feel confident in knowing what to do.

Here are a few possible scenarios:

- A nice-looking stranger approaches your child in the park and asks for help finding the stranger's lost dog.
- A woman who lives in your neighborhood but that the child has never spoken to invites your child into her house for a snack.
- A stranger asks if your child wants a ride home from school.
- Your child thinks he or she is being followed.
- An adult your child knows says or does something that makes him or her feel bad or uncomfortable.
- While your child is walking home from a friend's house, a car pulls over and a stranger asks for directions.

What Else Parents Can Do

In addition to teaching children how to recognize and handle dangerous situations and strangers, there are a few more things parents can do to help their children stay safe and avoid dangerous situations.

**Know where your children are at all times.** Make it a rule that your children must ask permission or check in with you before going anywhere. Give your children your work and cell phone numbers so they can reach you at all times.

**Point out safe places.** Show your children safe places to play, safe roads and paths to take, and safe places to go if there's trouble.

**Teach children to trust their instincts.** Explain that if they ever feel scared or uncomfortable, they should get away as fast as they can and tell an adult. Tell them that sometimes adults they know may make them feel uncomfortable, and they should still get away as fast as possible and tell another adult what happened. Reassure children that you will help them when they need it.

**Teach your children to be assertive.** Make sure they know that it's okay to say no to an adult and to run away from adults in dangerous situations.

**Encourage your children to play with others.** There's safety in numbers!

Source: [www.ncpc.org](http://www.ncpc.org)