

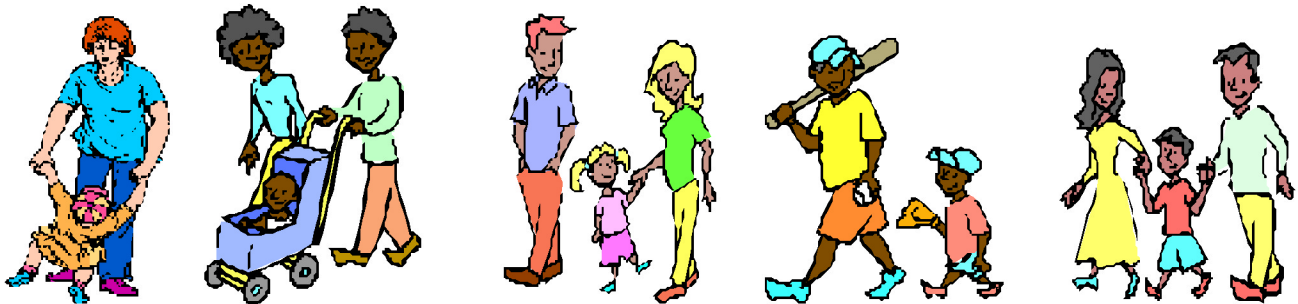
# Concerted Services, Inc.

## Head Start/Early Head Start



# Parent Handbook

## 2010 – 2011 School Year



**Please review your “Parent Handbook” so you will be familiar with the various CSI Child Development Services rules and regulations. The Parent/Guardian signature receipt of book page will be kept on file at the center. CSI Child Development Services does not discriminate because of religion, sex, age, nationality, color, race, disability, or marital status. If you have questions, please contact your Head Start/Early Head Start Center.**

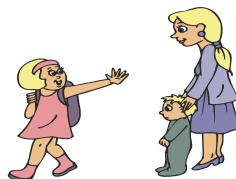


**Revised June, 2010**

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Dear Parents,

Concerted Services, Inc. Child Development Services has provided quality education and family support since 1965. We are proud of our history and of our "adult" alumni, who are making major contributions in communities today.

We look forward to knowing you better and helping your child develop to their fullest potential. Please help your child adjust by approaching this new experience with excitement and enthusiasm. If a child senses that a parent feels guilty or reluctant about leaving, adjustments will be more difficult. Be assured separation anxiety is normal for children...and for parents.

We are here as a service to you and appreciate your expression of ideas, concerns, and feelings. Please read your Parent Handbook carefully and watch for posted notices in the centers for other important information. Through cooperation and open communication, we can help to make a difference in the quality of life for you and your child and to influence the direction of our future.

***Together we can "Build a Better Tomorrow for Children"***



**PARENTS**  
***YOU HAVE THE RIGHT:***

- 1. To access all areas at the Head Start Facility anytime your child is in care. Please follow the check in procedures with the front office or lead teacher prior to going to your child's room or other areas of the center and follow agency rules.***
- 2. To review a copy of the facility's licensure evaluation report. The Center Coordinator/Lead Teacher has this report.***

***A copy of the rules and regulations which apply to this facility is posted near the front entrance. These rules establish minimum requirements for the health, safety, and well-being of all children in care.***

***The program is required by law to investigate all complaints regarding rule violations. These may be addressed to the child care licensing office listed in the State Government portion of your local telephone directory.***

**CONCERTED SERVICES, INC.  
CHILD DEVELOPMENT SERVICES**

P.O. Box 1965  
2100 Riverside Avenue  
Waycross, Georgia 31502  
(912) 285-6083

**Web Site: [www.concertedservices.org](http://www.concertedservices.org)**

**Ophelia Gaines, Executive Director**  
**Bonnie Gaskins, Child Development Services Director**  
Bryan Singleton, Human Resources Director  
Linda Steedley, Planning Director

**CSI Child Development Services Central Office Staff:**

Carol Clarke, Literacy/Training Coordinator  
Letta Cox, Resource Specialist  
Jessica Crews, Family Advocate Data Entry Clerk  
Charles Dial, Systems Specialist  
Mary Fogle, Education/Transition Assistant  
Donald Griffin, Facilities/Transportation/Male Involvement Specialist  
Deborah Horton, Education/Transition Specialist  
E.S. Manning, Facilities/Transportation Assistant  
Suzanne Manning, Fiscal Specialist  
Joyce Mooney, Family Advocate Specialist  
Phyllis Perry, Health Specialist  
Deborah Polczer, Disabilities/Mental Health Specialist  
Lenera Taylor, Nutrition Specialist  
Frances Williams, Secretary  
Anita Young, Parent/Community Involvement Coordinator

## **CONCERTED SERVICES INC. MISSION STATEMENT**

Concerted Services, Inc.'s mission is to empower people to become self-sufficient by instilling hope through advocacy, partnerships and services that promote economic and family stability.

### ***CHILD DEVELOPMENT SERVICES MISSION STATEMENT***

*The Mission of Concerted Services, Inc. Child Development Services Program is to provide quality teaching and learning environments to meet the developmental needs of all children to ensure future educational success.*

## **CONCERTED SERVICES, INC. INTRODUCTION**

Concerted Services, Inc. (CSI) is a private, non-profit community action agency (CAA) also known as a community based organization (CBO). It is a charitable 501 (c) (3) organization and most donations receive a tax deductible credit.

CSI is the outgrowth of President Lyndon B. Johnson's "War on Poverty". Congress passed the Economics Opportunity Act (EOA) in 1964, thereby establishing the Office of Economic Opportunity (OEO). By establishing the funding to set up the EOA, CAA's were established by grants from OEO. There were ten Regional Offices established. Our region is Region IV.

CSI was established in 1965 by funding from OEO. It was incorporated in the fall of 1968 as Slash Pine Community Action Agency, Inc., but changed its name to Concerted Services, Inc. in 1984. CSI began operations with five different programs with a budget of just over a million dollars and staff of just over one hundred, serving eight counties. Today, it has a budget of approximately eighteen million and has increased its service delivery area to twenty-eight counties with 12 programs. This represents 20-25% of the total state land area.

As a private, non-profit organization, the board is made up of area volunteers. They are not paid for their service, but receive mileage and travel expenses that may have incurred while traveling on behalf of the agency. Meals are generally provided at planned meetings, such as Board and Policy Council meetings. In order to increase input from the community, the board is made up of a broad spectrum of the local society. One-third of the board represents the chief elected officials; one-third of the board represents underprivileged people; and one-third represents the private sector.

## **BELIEF AND COMMITMENT**

Concerted Services, Inc. believes that all individuals have the right for an opportunity to live with decency and dignity and respect. CSI is committed to improving the quality of life for all persons regardless of their race, color, national origin, sex, age, marital status, native language, religion, creed or handicap through its programs, activities or employment practices.

## STATEMENT OF PURPOSE

Our program focuses on the development of body, mind, and spirit. Our activities are designed to:

- A. Provide quality care for all children.
- B. Help children develop to their fullest potential by:
  - ◆ Developing an atmosphere which provides love and understanding.
  - ◆ Developing feelings of self-awareness, confidence, and self-worth.
  - ◆ Developing interpersonal relationships.
  - ◆ Using learning activities to promote social and academic development.
  - ◆ Developing fine and gross motor skills.
  - ◆ Providing nutritious meals and snacks according to USDA recommendations.
- C. Deliver the program in a positive environment of safety, support, and care.

## CHILD DEVELOPMENT SERVICES PROGRAM

Head Start/Early Head Start is a **free** Federal program providing no cost preschool services to income and age eligible families. Pre-school services are for children 3-5 years of age. Early Head Start services are for children 6 weeks to 36 months and pregnant women. Children who attend Head Start/Early Head Start participate in a variety of educational activities. The program also promotes culture diversity. Culture diversity is part of the lesson plans, menus, dramatic play, books, pictures, celebration of holidays, events, field trips, and other activities at the center. If you do not want your child participating in certain activities or events, please speak with your child's teacher. Preschool Head Start and Early Head Start are both referred to as Head Start throughout this handbook

Head Start staff helps all children succeed by offering love, acceptance, understanding and the opportunity to learn and experience success at an early age. Head Start children socialize with others, solve problems, and have other experiences to help them become self-confident. The children also improve their listening and speaking skills. The children spend time in stimulating settings where they form good habits and enjoy playing with others and working on tasks with classmates. Your child will leave Head Start more prepared for the public school system, excited about learning, and ready to succeed.

Your Head Start child will receive services from skilled professionals for any health problems. Children with health needs receive follow-up care. Services are offered to meet the special needs of children with disabilities. Head Start provides children with activities that help them grow mentally, socially, emotionally and physically. The Head Start staff recognizes that, as parents, you are the first and most important teachers of your children.

### Pre-K

The Pre-K program serves children that are four years old by September 1<sup>st</sup> of the school year through funding from the Georgia State lottery and is also **free** of charge. The funding is enhanced by Head Start services that include health, dental, mental health, disabilities, parent involvement, case management, family literacy, and other special services that state funding does not cover. Currently, Pre-K services are only provided in Coffee County and Ware County.

Upon entry into the program, each child receives required screenings to confirm that he or she is in good health and is developing well. This is the initial determination of the child's overall health status, developmental strengths, needs, and areas of identified concern such as possible delay or disability (i.e. speech, language, behavior, cognitive, etc.).



**CONCERTED SERVICES, INC.**  
**HEAD START/EARLY HEAD START CENTERS**

**Appling Co. Head Start**

389 East Allen St.  
Baxley, GA 31513  
(912) 367-4321  
(912) 367-2161 FAX  
JoAnne Oglesby, Lead Teacher

**Atkinson Co. Head Start**

245 School Road  
Willacoochee, GA 31650  
(912) 534-6035  
(912) 534-6036 FAX  
Gloria Jackson, Lead Teacher

**Bacon Co. Head Start**

Bacon Co. Northside  
101 Mullis Drive  
Alma, GA 31510  
(912) 632-0774  
Bacon Co. Southside  
406 S. Beads Street  
Alma, GA 31510  
(912) 632-0284  
LaSonia Mitchell, Lead Teacher

**Brantley Co. Head Start**

470 Bryan Street Suite A  
Nahunta, GA 31553  
(912) 462-5520  
(912) 462-8633 FAX  
Mary Thompson, Lead Teacher

**Candler Co. Head Start**

805 East Lillian Street  
Metter, GA 30439  
(912) 685-3383  
(912) 685-2493 FAX  
Katherine Hunter, Lead Teacher

**Charlton Co. Head Start**

388 Rosa Parks Rd.  
Folkston, GA 31537  
(912) 496-3041  
(912) 496-1116 FAX  
Jacqueline Winn, Lead Teacher

**Clinch Co. Head Start**

575 Woodlake Dr.  
Homerville, GA 31634  
(912) 487-5959  
(912) 487-3295 FAX  
Marni Shuman, Program  
Coordinator  
Darlene Johnson, Lead Teacher

**Coffee Co. Head Start**

511 Pine Street  
Douglas, GA 31533  
(912) 720-1007  
(912) 720-1008 FAX  
937 Thrash Circle  
Douglas, GA 31533  
(912) 720-1007  
1303 S. Peterson Ave.  
Douglas, GA 31533  
(912) 720-1007  
Geraldine Johnson  
Center Coordinator

**Jeff Davis Co. Head Start**

96 W. Jefferson St.  
Hazlehurst, GA 31539  
(912) 375-3796  
(912) 375-0943 FAX  
Charlene Hall, Lead Teacher

**Pierce Co. Head Start**

619 Grady Street  
Blackshear, GA 31516  
(912) 449-0076  
(912) 449-6328 FAX  
Jeana Mercer, Lead Teacher

**Toombs Co. Head Start**

178 Williams Avenue  
Lyons, GA 30436  
(912) 526-9228  
(912) 526-9231 FAX  
April Smith, Center Coordinator

**Ware Co. Head Start/Pre-K**

1235 McDonald Street  
Waycross, GA 31501  
Ethel Blair  
Center Coordinator  
(912) 285-1844, 284-0087  
(912) 284-9893 FAX

**EARLY HEAD START  
CENTERS:**

**ABC Child Development and  
Early Head Start Program**

305 South Baker Street  
Alma, Georgia 31510  
(912) 632-4875  
(912) 632-3985 FAX  
LaSonia Mitchell, Lead Teacher

**A. V. Kennedy Early Head Start**

105 Darling Avenue  
Waycross, GA 31501  
(912) 285-0500  
(912) 285-0462 FAX  
Jackie Flowers, Lead Teacher

**Atkinson Co. Early Head Start**

245 School Road  
Willacoochee, GA 31650  
(912) 534-6035  
(912) 6036 FAX  
Gloria Jackson, Lead Teacher

**Brantley Co. Early Head Start**

Gingerbread House  
479 Circle Drive  
Nahunta, GA 31533  
(912) 462-5482  
(912) 462-8633 FAX  
Mary Thompson, Lead Teacher

**Coffee Co. Early Head Start**

1303 Peterson Ave.  
Douglas, GA 31533  
(912) 720-0027  
(912) 720-1008 FAX  
Geraldine Johnson, Center Coordinator

**Pierce Co. Early Head Start**

619 Grady Street  
Blackshear, GA 31516  
(912) 449-0076  
(912) 449-6328 FAX  
Jeana Mercer, Lead Teacher

**Ware Co. Early Head Start**

Waycross, GA  
(912) 285-1844  
Ethel Blair, Center Coordinator



**CONCERTED SERVICES, INC.  
HEAD START/EARLY HEAD START/PRE-K**

**FAMILY ADVOCATE STAFF**

**APPLING COUNTY HEAD START**

389 E. Allen St., Baxley  
Demetria Holmes  
(912) 367-5371

**ATKINSON COUNTY HEAD START/EARLY HEAD START EXPANSION**

245 School Road, Willacoochee  
HS - Diane Moore  
EHS - Whitney Fussell  
(912) 534-6035

**A. V. KENNEDY EARLY HEAD START**

105 Darling Ave., Waycross  
Ashli Davis  
(912) 285-0500

**BACON COUNTY HEAD START**

101 Mullis Dr., Alma  
Lakeisha Edwards  
(912) 632-0774

**ABC EARLY HEAD START/EHS EXPANSION**

305 Baker Street, Alma  
Joy Reynolds  
912-632-4875

**BRANTLEY COUNTY/EARLY HEAD START EXPANSION**

470 Bryan St. Suite A, Nahunta  
Paula Tatro  
(912) 462-6552

**CANDLER COUNTY HEAD START**

805 E. Lillian St., Metter  
Gail Aldrich  
(912) 685-2857

**CHARLTON COUNTY HEAD START**

388 Rosa Parks Road, Folkston  
Killeen Gonzalez  
(912) 496-4563

**CLNCH COUNTY HEAD START**

575 Woodlake Drive, Homerville  
Janice Griffis  
(912) 487-5959

**COFFEE COUNTY HEAD START**

511 Pine Street, Douglas  
Joann Beecher, Tracey Lomax  
(912) 720-1005  
(912) 720-1006

1303 Peterson Avenue, Douglas  
LaGaye Carver  
(912) 720-0028

**COFFEE COUNTY EARLY HEAD START EXPANSION**

1303 Peterson Avenue, Douglas  
Whitney Fussell  
(912) 720-0028

**JEFF DAVIS COUNTY HEAD START**

96 W. Jefferson Street, Hazlehurst  
Denise Darley  
(912) 375-2258

**PIERCE COUNTY HEAD START/EARLY HEAD START EXPANSION**

619 Grady Street, Blackshear  
HS - Jennifer O'Driscoll  
EHS - Joy Reynolds  
(912) 449-0004

**TOOMBS COUNTY HEAD START**

178 Williams Avenue, Lyons  
Jessica Bacon, Tonya Jones  
(912) 526-9229

**WARE COUNTY HEAD START/PRE-K**

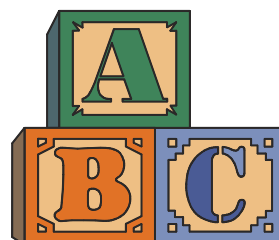
1235 McDonald Street, Waycross  
Jamie Boatright, Rollace Burton, Beverly Hayes, Patricia Jordan, Jared King, Angela McCauley, Reba McCuller  
(912) 284-0369 or (912) 285-2092

**WARE COUNTY EARLY HEAD START EXPANSION**

Lydia Boggs  
(912) 490-0152

**MONITORS**

Angela Carr, Belinda Reynolds



# **POLICIES, RULES, And PROCEDURES**



## **CONFIDENTIALITY POLICY**

All information collected and kept on file as client information is confidential and is not to be released without the consent of the parent/guardian or legal representative. Exceptions to the above are for release of information as required by law, by court order, or for the purpose of program monitoring by authorized agencies.

It is the responsibility of CSI Child Development Services staff to maintain the parent/guardian's right to a relationship of mutual trust, to privacy and confidentiality, and the responsible use of information. The collection and sharing of information or data shall only be related to the professional service function to be performed. No information shall be released without prior knowledge and informed consent of the parent/guardian.

## **TOBACCO FREE ENVIRONMENT**

CSI Child Development Services provides a tobacco free environment for staff, children, and participants. This includes both smoking and the use of smokeless tobacco (snuff, chewing tobacco). This policy applies to both employees and participants of CSI Head Start.



1. There is no tobacco use in any CSI Head Start facilities or on the grounds.
2. There is no tobacco use in any CSI Head Start vehicle at any time.
3. There is no tobacco use by staff or volunteers when children are present.
  - a. Field trips, walks, and other off-site activities are "tobacco free" to the fullest extent possible. There is no tobacco use by staff or volunteers during off-site activities.
  - b. CSI Head Start/Early Head Start staff, parents/guardians, and participants do not use tobacco during on-site conferences or during home visits. Parents are asked to please refrain from use of tobacco during home visits.
  - c. There is no tobacco use at any CSI Head Start function.
4. Signs are also posted in all CSI Head Start facilities.

## **WEAPONS POLICY**

CSI Child Development Services has a zero tolerance policy for weapons and dangerous instruments. No students, parents or staff members shall possess a knife, firearm, or other objects that can be considered a weapon. These items are prohibited on the school grounds, at any program activity, function or event, or en route to and from school. Bringing such items to school is punishable by a minimum 3-day suspension from the program.

## **CODE OF CONDUCT**

This code is for all persons visiting or working at the center.

1. All forms of drugs or alcohol are prohibited. Persons under such influence are not permitted on the premises. Authorities will be contacted if such presence is noted.
2. Abusive language and/or behavior is prohibited. All persons are expected to be polite and pleasant to others at all times.
3. Parents/guardians should be **APPROPRIATELY DRESSED** when coming on premises. Head Start is a learning and working environment. Loud, blaring noises are a distraction and annoyance in such an environment. Visitors are asked to refrain from making such noises.

## **SAFETY CONCERNS**

In the news, we regularly hear of tragic happenings in school settings. In an effort to prevent such happenings in Head Start, some of our centers have safety/security features. These features help ensure the safety of your child. Safety features may include security system, locked doors, and staff greeting cars, classroom cameras, alarm systems, sign in/out procedures, and others. Our staff members are regularly trained on safety issues and are certified in CPR and First Aid. These are but a few of the safety precautions that Head Start undertakes to ensure the safety of your child. If these safety precautions inconvenience you in any way, please remember the reason behind the precautions - the safety of your child. Thank you for helping us to keep your child safe.

## **VALUABLES**

Money, jewelry, purses and outside toys are not allowed in the center. Please do not send these or other items to school with our child. We will not be responsible for lost or stolen items.

## **SCHOOL CALENDARS**

Concerted Services, Inc. (CSI) Child Development Services follows the public school system's calendar as much as possible. Centers operate between the hours of 7:45 a.m. and 2:15 p.m. Each parent shall receive a center calendar upon enrollment of the child. This calendar will list the first day of class, home visits, teacher work days, all holidays, staff training dates, parent/teacher conferences, early release dates, and last day of school. Parents will receive written notification if the center calendar changes.

## **CALENDAR SCHOOL DAYS**

CSI's Child Development Services school days for children are Monday through Friday, August through May. Traditionally, the centers are closed for Labor Day, Thanksgiving holidays, Christmas holidays, Martin Luther King, Jr. holiday, Spring holidays, and Memorial Day. Days that centers are closed may vary from county to county. A calendar will be posted at the center and one will be provided for your convenience. Please keep it so that you will know when to send your child to school.

## **CLASSROOM ARRIVAL**

Head Start classes will begin at 7:45 a.m. Parents can drop enrollees off five minutes prior to the day beginning. Be sure that your child is on time. It is important that children arrive in time to eat a nutritious breakfast and participate in important classroom activities. If children arrive after the scheduled arrival time, for whatever reason, they must go to the Center Coordinator/Lead Teacher or designee to be admitted to class at their discretion. Routine late arrivals will not be tolerated.

## **CLASS DISMISSAL**

Centers dismissal time will be 2:15 p.m. (Please ask your child's classroom teacher about dismissal time.) Parents are asked to pick up children on time, if your child does not ride a bus.

Your child should know with whom to go home. The person picking up your child must be at the school or center by dismissal time. The person who picks up your child must be listed on our Emergency Release list. He/she must have identification to show our staff. If an older brother or sister is picking up your child, he/she must be at least 12 years old and must be listed. Routine late pickups will not be tolerated.

## **SIGN-IN/SIGN-OUT PROCEDURES**

If your child does not ride the bus and arrives at the center in a private vehicle or walks, the parent or other responsible person must sign the child in at the beginning of the program.

The parent/guardian or other responsible person must sign the child out at the end of the program day.

**NOTE:** The person who picks up your child must be listed on the Emergency Release list. If the teacher/teacher assistant does not know the person picking up the child, he/she must present identification before the child can be released to them.

**NOTE: If an older brother or sister is signing your child in/out, he/she must be at least 12 years old and must be listed on the Emergency Release list. Classroom volunteers are not permitted to release children.**

## **TOWELS**

Parents need to send two towels, labeled with your child's name, for your child to use at nap time. The towels will be sent home each Friday for washing. The clean towels should be returned on Monday with your child.

## **CLOTHING**

Your child will participate in many fun indoor and outdoor activities. Please dress your child in **comfortable play clothes and shoes** in which he or she can paint, play in sand, run, jump, and climb. We recommend shoes that are sturdy and with non-slip soles, such as tennis shoes/sneakers. A change of clothing in a plastic bag, with each item and the bag labeled with your child's name should be kept at school for your child in case of accidents. If clothing is soiled, it will be sent home in this bag. You will need to send another set of clean clothes the next day. Clothing should reflect the need for the season.

## **DIAPERS, DIAPERING, and POTTY TRAINING**

Disposable diapers and pull-ups are provided by the program for infants, toddlers, special needs children, and any other children who may require them. The brand will vary dependent on inventory. If the parent wishes to bring diapers or pull-ups from home, this will be considered as an in-kind donation to the program. The program staff follows DECAL Child Care Licensing procedures for diapering and potty training of children and instructions are posted in the classrooms. No child shall be excluded from the program due to potty training. Staff will work with parents regarding when a child is ready to transition from diapers to pull-ups to panties. Parents should ensure that extra clothing is available in case of accidents.

## **FORMULA**

A ready-to-use milk-based iron-fortified infant formula and bottles are provided by the program for all infants. If your infant does not use this formula, additional formula shall be purchased with physician documentation. If a parent wishes to bring ready-to-use formula from home, this will be considered an in-kind donation and must be provided in an unopened can within the expiration date.

## **CONTACT INFORMATION POLICY**

It is imperative that parents or their designee are accessible at all times. Immediate contact is necessary for cases of illness, accidents, natural disasters, and other unforeseen emergencies. Information on file for home, cell, work, and emergency contact telephone numbers and addresses must be kept current. Center staff must be notified within twenty-four (24) hours when contact or release information changes.

## **CONTACTING PARENTS**

When parents are contacted in cases of emergency including sickness, accidents, or for disruptive behavior, parents are expected to respond. Failure to respond will result in a meeting with the Center Coordinator/Lead Teacher and Administrative staff from Central Office.

## **INCLEMENT WEATHER POLICY**

In most instances, CSI Head Start centers will observe the same policy as the local school district in which the center is located. If the school system is closed due to inclement weather, the Head Start center will also be closed. The Emergency Procedure Manual, which outlines all emergency procedures, is on file for inspection at the Lead Teacher/Center Coordinator's office.

## **EMERGENCY DRILLS**

All centers have procedures in place to cover emergency situations such as fire, inclement weather, and safety. Also, the centers conduct unannounced emergency fire and weather drills monthly in which all children, staff, and visitors must participate.

## **ATTENDANCE POLICY**

The goal of the program is to provide ongoing educational activities designed to build social, emotional and cognitive skills to prepare children for educational success. Regular program attendance is important to ensure that children are exposed to all of the activities that are designed for them to advance from one objective to another.

Our program is required to document the reason for each absence when a child is not in attendance. Therefore, when your child misses school, you must either call the center to notify the staff of the reason for the absence or you must document the reason for the absence the next day. If you drop off your child, you will be asked to sign the child back into school and give the reason for the absence. If your child rides the bus, you or the person putting your child on the bus will be asked to give the bus monitor the reason for the child's absence or you may send a written note, which includes the reason for the absence, to school with your child. In cases where your child is ill and has seen a doctor or has a medical appointment, you are asked to provide a doctor's excuse.

The program documents all absences and the reason for the absence and adheres to an absentee follow-up procedure. The cooperation of parents and all staff is required to properly document children's absence from the program.

**If a child is absent four (4) days and there has been no contact with the center, your Family Advocate is required to make a personal contact, which may include a home visit, with your family.**

## **TARDINESS POLICY**

Parents are expected to bring their children to the center on time. Children arriving 30 minutes after the designated arrival time will not be accepted without a medical excuse.

Children must arrive on time in order to receive a nutritious breakfast provided by the program and to participate in important classroom activities that begin prior to breakfast.

Children who arrive after the designated arrival time must be taken to the Center Coordinator/Lead Teacher or designee to be admitted to class at their discretion. An example of this would be: if the arrival time is 8:00 a.m. then the child will need to be at the center before 8:30; if the arrival time is 7:30 a.m. then the child will need to be at the center before 8:00.

Parents will need to get a tardy slip to give to the classroom teacher in order for the child to be admitted after the 30 minutes of the designated arrival time.

### **Excessive Unjustified Tardiness**

1. If a child has excessive tardiness to class, 3 times per any one week, the teacher gives a "Tardiness Warning" letter (EHS 103) to the parent instructing them that the child must be on time.
2. If the child is tardy again, after the 2<sup>nd</sup> warning letter, the teacher will give a "Tardiness Conference Notification" (EHS 104) to the parent explaining that they must schedule a conference with the Center Coordinator/Lead Teacher and Family Advocate to find a solution to the problem if the child is to remain in the program.

3. The Center Coordinator/Lead Teacher and Family Advocate will have a conference with the parent and help determine why the first problem-solving effort did not work and help the parent develop a more viable one. The Center Coordinator/Lead Teacher and Family Advocate will again emphasize the necessity of bringing the child to class on time in the future.

The parent must sign a "Tardiness Agreement" (EHS 105) at the conference, stating that future tardiness could result in the child's termination from the program. A copy of the signed agreement is given to the parent and a copy given to the teacher to place in the child's classroom file. The teacher will not accept the child back into the classroom without a copy of a signed "Tardiness Agreement".

## **Disabilities Services Information**

### **DISABILITY SERVICES**

Children with disabilities and their families receive the full range of Head Start developmental services. Each child with an Individualized Education Plan (IEP) has additional support to help reach educational goals. Staff members work with parents and community agencies to provide services that meet the exceptionalities of the child with disabilities. Informative workshops and parent trainings specific to IEP and Individuals with Disabilities Education Act (IDEA '04) are scheduled for the upcoming school year.

### **MENTAL HEALTH SERVICES**

The primary role of the Head Start mental health services is to provide activities that encourage the social and emotional development of children enrolled in the program. The Head Start agency has a mental health consultant to assist with family support issues, such as substance abuse, domestic violence, or stress-related issues. The staff receive training in working with children and families dealing with child behavior and family functioning.

Promotion of mental wellness and encouraging positive social relations in children is our goal. Through social/emotional screening, curriculum activities, and general classroom observations, which are performed periodically throughout the year, we ensure that our classroom environments are supportive, responsive, and positive in meeting children's needs. Parents will complete a social/emotional screening to provide observations on their child to determine the need for any additional services.

At times a teacher may feel a child is experiencing difficulties or showing concerning behaviors in the classroom and would benefit from mental health services. Parents will be contacted to discuss the situation. Many preschool age children experience periods of non-compliance and stress. Head Start teaches children and families how to handle stress in a more positive way.



# **Education Component Information**

## **Curriculum for Head Start**

### ***The Creative Curriculum for Preschool***

*The Creative Curriculum for Preschool* translates new research and theory from the field of early childhood education into a practical, easy to understand approach to working with children and their families. Its distinguishing features are a framework for decision making and a focus on interest areas.

*The Creative Curriculum for Preschool* explains the ongoing cycle of observing, guiding, learning, and assessing children's progress using *The Creative Curriculum Developmental Continuum for Ages 3-5*. The *Developmental Continuum* shows teachers the sequence of steps children take as they learn particular skills and concepts in all areas of development. It is a tool for planning and instruction and assessing learning.

Teachers who have a framework for making decisions and who understand the basic role of interest areas in the preschool classroom are able to plan a program that includes choice time, small- and large-group time, and studies that integrate learning across all content areas.

*The Creative Curriculum for Preschool* shows teachers how to know and develop a positive relationship with each child; follow a consistent schedule; and how to carry through on announced plans and promises.

When teachers are up-to-date on research, they know what to do and why certain teaching strategies work. In turn, they are able to make decisions that promote learning and development and positively impact the lives of children and their families.

## **Curriculum for Early Head Start**

### ***The Creative Curriculum for Infants & Toddlers***

*The Creative Curriculum for Infants & Toddlers* provides a comprehensive, yet easy to use, framework for planning and implementing a developmentally appropriate program. Research tells us that more growth and development takes place during the first three years of life than at any other time. Developed in collaboration with several Early Head Start grantees, the curriculum is designed for use in both center-based and family child care settings.

*The Creative Curriculum for Infants & Toddlers* emphasizes that relationships between caregivers and children and their families form the basis of curriculum for very young children.

*The Creative Curriculum for Infants & Toddlers* outlines what children learn during the first three years, the experiences through which children achieve these learning goals, what staff and parents do to help children reach these goals, and the materials needed to support the implementation of the curriculum.

By implementing *The Creative Curriculum for Infants & Toddlers* the teachers set the stage for children's learning. They do this by planning and continually evaluating the children. Teachers individualize based on what they learn about each child and family from observations and daily interactions. Teachers create a warm, inviting environment; ensure that children are safe; and follow practices that promote children's health. Teachers guide

children's behavior in positive ways; they use daily routines as opportunities to build relationships with children and promote learning; and plan activities that respond to the growing interests and abilities of the children.

## **SECOND STEP: A VIOLENCE PREVENTION CURRICULUM**

Second Step teaches children to change the attitudes and behaviors that contribute to violence. The program is designed to promote social competence; reduce social-emotional problems; teach children skills in empathy, emotion management, and problem solving; and emphasizes understanding dealing with emotions, expressing emotions in acceptable ways and learning pro-social behaviors through practice. This curriculum can also be used to enhance the classroom climate and address the deficits that put children at risk.

## **I AM MOVING, I AM LEARNING**

### **Early Childhood Goals**

**Primary Objective:** To increase moderate to vigorous physical activity in a variety of settings.

- ➔ With preschool-aged children
- ➔ With Families
- ➔ With Staff

**Secondary Objective:** To integrate active learning via physical activity.

- School readiness skills
- Motor skills for development
- Music & Nutrition

### **What is MVPA?**

- Moderate to Vigorous physical activity

Why do children need it?

- 25% of children do not get any MVPA during their day

### **Instant Activity with Music**

- Songs increase physical activity everywhere and for everyone
- Songs can teach school readiness skills
- Songs are ideal for limited space
- Songs liven up staff meetings

### **Limited Space & MVPA**

- Motor skill development (hand-eye coordination, spatial awareness, locomotor skills, etc.)
- Integrate school readiness skills (shapes, colors, matching, graphing, etc.)
- Use a variety of manipulatives/equipment.
- Promote MVPA with children:
  - During "Intentional" play
  - In limited space
  - When transitioning
- Promote MVPA with families:
  - Providing ideas for families to be active
  - Encouraging families to integrate school readiness skills

## **SAFETY SAM: TRANSPORTATION EDUCATION CURRICULUM**

The Safety Sam Transportation Education Curriculum covers vehicle and pedestrian safety. In this curriculum, vehicle safety and pedestrian safety are presented as an ongoing part of preschool education. The curriculum includes components devoted to classroom activities, bus activities, and parent education materials for use in home tasks, parent meetings, and home visits, to impact the health, safety, and well-being of the entire family.

**Motto: “I can do it! Just wait and see! I can be safe, as safe as can be!”**

### **DEVELOPMENTAL SCREENING**

Children’s developmental stages vary; therefore, CSI Head Start provides developmental screening for children entering into the program. This screening assesses your child’s developmental stage and identifies any areas of weakness, if any, thus allowing the teaching staff to know which developmental stage they should begin working with your child.



Developmental screening will occur once a year. The screening will occur during the first 45 days. Parents/guardians will be notified of the screening. The results of the screening will be explained to the parent/guardian. Parents/Guardians must sign the “Screening Results Acknowledgment” form.

Parents/guardians of Early Head Start children will be the ones to fill out the Ages & Stages Questionnaire during the first home visit. The screening tool used for Head Start/Pre-K is the DIAL-3.

### **ASSESSMENTS**

To keep up with the development of our enrollees, assessments are completed three times a year. At the end of each assessment, the results are reviewed with the parent/guardian. Parents and staff complete a progress and planning form. This involves the parent in the education of their child and continues the education process in the home environment.

#### **Assessment Tool for Head Start**

##### ***The Creative Curriculum Developmental Continuum***

*The Developmental Continuum* shows teachers the sequence of steps children take as they learn particular skills and concepts in all areas of development. It is a tool for planning and instruction and assessing learning.

Teachers who have a framework for making decisions and who understand the basic role of interest areas in the preschool classroom are able to plan a program that includes choice time, small- and large-group time, and studies that integrate learning across all content areas.

*The Developmental Continuum* has three summary checkpoints each year. The teachers will share this information with the parents after each checkpoint.

*The Developmental Continuum Assessment System* is directly correlated to the goals and objectives of the *Creative Curriculum*. *The Developmental Continuum* is a valid and reliable assessment tool.

## **GET READY TO READ**

*Get Ready to Read! (GRTR!)* is a national initiative to build the early literacy skills of preschool-age children. The initiative provides an easy-to-administer, research-based screening tool to early childhood educators, child care providers, and parents in order to help them prepare all children to learn to read and write.

*GRTR!'s* program vision is that all preschool children will have the skills they need to learn to read when they enter school.

### **Assessment Tool for Early Head Start**

#### **E-LAP**

#### **Early Learning Accomplishment Profile**

The assessment tool used for Early Head Start is the E-LAP (Early Learning Accomplishment Profile). This tool provides a systematic method for observing children functioning in the birth to 36 month age range.

The purpose of this criterion-referenced assessment is to assist teachers, clinicians, and parents in assessing individual skill development in six domains of development: gross motor, fine motor, cognitive, language, self-help, and social emotional.

The results of the E-LAP can be used to generate a complete picture of a child's developmental progress in the six domains so that individualized, developmentally appropriate activities can be planned and implemented.

## **THE LEARNING ENVIRONMENT**

The learning environment at Concerted Services, Inc. Child Development Services centers is designed to encourage active learning experiences in which teachers provide the stimulation, positive attitudes and insights that support the individual development of each child's potential. While every classroom is a little different, each includes many of these experiences.

### **Learning Centers:**

- Housekeeping/Dramatic Play
- Music
- Book Area/Library
- Block Area
- Science/Discovery
- Computer
- Manipulatives
- Art

### **Learning Materials**

- Dress-up clothes, puppets, min-theater
- Musical instruments, tape recorders, records, tapes
- Books, soft furniture
- Blocks
- Magnets, magnifying glass, scales, funnels, scoops
- Computer, software
- Puzzles, games, beads
- Paint, crayons, markers, clay, paper
- Multicultural materials

## **FIELD TRIPS**

Your child's class will take several field trips during the year. You will receive information about the field trips at least five days before each trip. If you have already signed an authorization form giving consent for your child to participate in the field trip, and you do not want your child to go on a field trip, you will have to let your child's teacher know by checking on the appropriate line of the "Field Trip Notification" form and return it to your child's teacher. We encourage you to allow your child to go on all field trips, for they can be a valuable learning experience.

The teaching staff receives a listing of the assigned field trips at the beginning of each school year and this list will not be deviated from without prior approval of the Education Specialist.

**Note: Because of insurance restrictions, we cannot allow siblings or other children not enrolled in Head Start/Early Head Start to participate in Head Start field trips or any other Head Start/Early Head Start event without written notification.**

## **HOME VISITS**

Teaching staff are required to make two educational home visits per program year. One visit will be at the beginning of the school year and one in the spring. Each visit will take approximately 30-45 minutes to complete. Other visits may be scheduled based on identified needs.

## **PARENT/TEACHER CONFERENCES**

Each teaching team will have at least three parent-teacher conferences with each child's parent to share information about the child's participation, assessments, and to share the child's work. Other conferences may be scheduled as needed. During this time, parents are encouraged to share any questions or concerns that they may have.

## **LESSON PLANS**

Lesson Plans are written by the teaching staff and implemented each week. The lesson plans are theme based. The themes are changed weekly. Parents are asked to review the lesson plans for their child's classroom. Parents are encouraged to make suggestions for the plans and to be active participants in the activities. Parents are asked to initial the bottom of the lesson plan that they review.

## **PARENT INPUT INTO THE CURRICULUM**

Parents/guardians have the opportunity to have an input into the curriculum by filling out the "Parent Input into Curriculum" form (EHS 152).

Teachers will send this form home at the beginning of each month informing the parents of the upcoming themes.

If the parent has any information or materials related to these themes, he/she



can share this with the class or can give the information/materials to the teacher to share.

If you choose to share the information/materials, the teacher will contact you to schedule a time for you to share the materials or do an activity.

### **PARENT-CHILD HOME ACTIVITIES/CHILD GOALS/IN-KIND**

Parent-child home activities reinforce the child's learning and encourage the parents to spend time with the children in constructive activities. These activities are an integral part of the curriculum.

1. The teacher may choose activities related to the skills/tasks the child must master. Classroom staff must complete the "Parent-Child Activity/Goals/In-Kind" form (EHS 118).
2. The activities must be sent home every two weeks or as often as the child masters the skill/task. These are activities that can be sent to the parent as well as used in the classroom.
3. The activities for Head Start are taken from the curriculum objectives and the activities for Early Head Start are taken from the E-LAP assessment tool.
4. The parent/guardian will indicate the activity done, the amount of time he/she spent doing each activity with the child, sign the form, and then return the completed form to the teacher. Teachers will encourage the children to have their parents/guardians return the "Parent-Child Activity/Goals/In-Kind".
5. Parents will also be encouraged to include observations. Each parent will receive information on how to observe at the first home visit. The teaching staff will review this information with the parents.

### **PROGRESS REPORTS**

CSI Child Development Services Head Start/Pre-K will inform parents of their child's progress at the end of each assessment period. Early Head Start parents will be informed of their child's progress three times during the school year. This will also be done at the end of each assessment period.

### **HOME ACTIVITIES**

Parent-child home activities reinforce the child's learning and encourage the parents to spend time with their children in constructive activities. These activities are an integral part of the curriculum. Parents will receive a book of activities at the beginning of the school year. Parents will receive the Parent-Child Home Activity/Child Goals/In-Kind form every two weeks. Parents are encouraged to return these forms at the completion of each two weeks.

### **OUTCOMES**

The Head Start Child Outcomes Framework is intended to guide Head Start programs in their ongoing assessment of the progress and accomplishments of children and in their efforts

to analyze and use data on child outcomes in program self-assessment and continuous improvement. The Framework is composed of 8 general Domains, 27 Domain Elements, and 100 examples of more specific Indicators of children's skills, abilities, knowledge, and behaviors. The Framework is based on the Head Start Program Performance Standards, Head Start Program Performance Measures, provisions of the Head Start Act as amended in 1998, advice of the Head Start Bureau Technical Work Group on Child Outcomes, and a review of documents on assessment of young children and early childhood program accountability from a variety of state agencies and professional organizations.

- ◆ The Domains, Elements, and Indicators are presented as framework of building blocks that are important for school success. The Framework is not an exhaustive list of everything a child should know or be able to do by the end of preschool. The Framework is intended to guide assessment of three- to five-year-old children - not infants, toddlers, and pregnant women enrolled in Early Head Start or Migrant Head Start programs.
- ◆ The Framework should guide agencies in selecting, developing, or adapting an instrument or set of tools for ongoing assessment of children's progress. It is not intended to be used directly as a checklist for assessing children.
- ◆ Every Head Start program implements an appropriate child assessment system that aligns with their curriculum and gathers data on children's progress in each of the 8 Domains of learning and development. At a minimum, because they are legislatively mandated, programs analyze data on 4 specific Domain Elements and 9 Indicators in various language, literacy, and numeracy skills, as indicated with a star \* in the chart.
- ◆ Information on children's progress on the Domains, Domain Elements, and Indicators is obtained from multiple sources, such as teacher and home visitor observations, analysis of samples of children's work and performance, parent reports, or direct assessment of children. Head Start assessment practices should reflect the assumption that children demonstrate progress over time in development and learning on a developmental continuum, in forms such as increasing frequency of a behavior or ability, increasing breadth or depth of knowledge and understanding, or increasing proficiency or independence in exercising a skill or ability.

### **CHILD DISCIPLINE POLICY**

Children are expected to behave in a manner appropriate for their age. The Child Discipline Policy is for children who refuse to obey or to conduct themselves in an age appropriate manner and disrupt the learning of other students in the classroom. Also, children who demonstrate severe or uncontrollable behavior have the potential of causing physical harm to themselves and to others. (This includes out-of-control kicking, hitting, biting, spitting, scratching, pushing, verbal threats to teaching and/or other staff, or use of profanity, etc.).

In the event that a student refuses to follow directions or loses control and demonstrates severe or uncontrollable behavior, the teacher will redirect the child and then use the “Cool Down” procedure. The following procedure will be used:

1. The first time inappropriate behavior occurs, the child will be removed from the activity with which he/she was demonstrating inappropriate behavior, redirected, and the “Cool Down” policy will be followed. A note will be sent home to parents /guardians.
2. The second time inappropriate behavior occurs, the child will be removed from the school activity and the Center Coordinator or Lead Teacher will contact the parents/guardians.
3. The third time an act of inappropriate behavior occurs, the parent/guardians will be contacted to meet with the Center Coordinator or Lead Teacher, Education Specialist, the Disabilities/Mental Health Specialist, Teacher, Family Advocate Worker, and, if available, a Behavior Consultant to discuss the situation. **Failure of the parents/guardians to appear for a conference will result with the child being suspended until the conference occurs.**
4. The child could lose his/her slot in Head Start should the inappropriate behavior continue.

**CORPORAL PUNISHMENT WILL NOT BE  
ADMINISTERED TO HEAD START CHILDREN.**

**DISRUPTIVE BEHAVIOR PLAN**

1. Disruptive Behavior is behavior that would do the following:
  - a. Put the enrollee in danger.
  - b. Put their peers in danger.
  - c. Put the staff in danger.
  - d. Require one on one attention that would prevent the staff from being able to provide instructional time.
  - e. Disrupt the daily routine.
  - f. Destroy property.
  - g. Expose peers to inappropriate language/touching.
2. New enrollees will be given an adjustment period of one month to feel comfortable with being in school.
3. Staff needs to keep parents aware of the child’s behavior. Be honest with the parents concerning their child’s behavior at Head Start.

4. Teaching staff will be required to have at least two weeks of documentation, along with Behavior Reports, that back up this behavior. The exception to this would be if the behavior is of such a nature that it puts staff and other enrollees at risk.
5. Center Coordinators or Lead Teachers, along with the Quality Assurance Monitors, should observe the enrollee and provide written documentation on the disruptive behavior.
6. Staff may also need to have videos that record the Disruptive Behavior. This applies to centers that have classroom cameras.
7. Parents will be informed of the definition of Disruptive Behavior and the policy for this behavior at Parent Orientation, First Home Visit, and it is part of the Parent Handbook.
8. A form will be presented during the first home visit for the parent to sign and date that they have received information on the Disruptive Behavior Policy and that it has been explained by the Head Start Staff.
9. The first time this type of behavior is displayed by a child, the parent will be called to come to the center and to get the child. The parents will sign the Disruptive Behavior Form and receive copies of the anecdotal notes when they pick up the child.
10. A meeting with the teaching staff, family advocate, and Center Coordinator or Lead Teacher will be held within two days. The child will not return until after the meeting.
11. Prior to contacting the parent, the Education Specialist should be notified of the Disruptive Behavior and the Disruptive Behavior form should be faxed immediately.
12. The Education Specialist and Behavior Consultant should be present at the conference with the parent.
13. At the first meeting, the Disruptive Behavior Policy will be reviewed and the parent/guardian will sign the form a second time.
14. It will be stressed that should the disruptive behavior continue, the child could be removed from the program. The termination of services to the enrollee could take place when the second disruptive behavior occurs.
15. Head Start will offer every opportunity to help correct the problem or assist with finding alternative services that will be able to meet the needs of the child. However, we will not place our enrollees or staff at risk or continue to hinder the learning process of our enrollees due to the disruptive behavior of an enrollee.

### **BEHAVIOR MANAGEMENT AND YOUR CHILD**

The following is a list of guiding principles for the behavior management of children:

- ◆ **Have a positive attitude:** Children care about an adult's approval. They want to behave to please them and keep their love. This is the main leverage an adult has in managing a child's behavior.
  
- ◆ **Keep an open mind:** Behaviors can take a long time to change. Do not get discouraged if a behavior persists. Seek to understand what might be underlying the behavior. Try different ideas and trust your own instincts.

- ◆ Provide structure and consistency: Excessive change and inconsistency can confuse children; therefore, consistent rules for behaviors are essential. When standards for behavior are inconsistent, children probably cannot tell whether they will receive praise or criticism. Some children misbehave simply to find out what the rules are.
- ◆ Build in time to enjoy each other: It is important to spend regular and special time with every child. In this way, they get the message that they are important. If possible, plan these special times together.
- ◆ Catch your child being good: Adults often overlook excellent behavior. Attention naturally goes to all the other things we have to do when children are behaving. There are many ways to reward and reinforce good behavior. Doing an activity or reading a story the child loves, making a sticker chart to reward successes puts the focus on what the child does right.
- ◆ Remember that each child is unique: What works for one child may not work for another. What each child can achieve at any particular age is very individual. If your child is not learning the expected behavior, i.e., sitting at mealtime, think about the situation. Is he too young? Is she not ready? Does he need help? Can the activity break down into pieces that are more manageable?
- ◆ Provide choices: Choices help children feel that they can exercise some control over what happens to them. Increase opportunity for the child to make choices about snacks, toys, and play activities. It is also important to make it clear when there is no choice and avoid open-ended questions. For example, "Do you want to come in now?"
- ◆ Model behaviors: Do not show behaviors that you would not like to see in your child. Remember that children pay particularly close attention to you when you are trying to resolve a conflict or handle frustration.

### **GRADUATION POLICY**

Michelle Plutro, Ed.D., Education Specialist, Head Start Bureau, and the National Association for the Education of Young Children (NAEYC) have issued position statements stating that "child graduations are not developmentally appropriate for preschool children". Therefore, Concerted Services, Inc., Head Start has elected not to hold graduation exercises for Head Start enrollees transitioning into public school. End of the year programs are held at each site and certificates of attendance are awarded at this event.

### **PARKING**

Please follow the procedures at your site. Park in designated parking spaces and do not park in front of or behind other vehicles where it would block the other vehicle from moving. Park in designated parking spaces when taking your child inside of the facility. Do not park in front of or behind other vehicles where it would prevent the other vehicle from moving.

## **PARTIES**

**No outside parties are allowed at the center.**

## **EARLY HEAD START**

Early Head Start parents will need to attend weekly sessions at your site during the summer break. Topics for these sessions will be selected by the parents and will be discussed with the Central Office Specialists.

The children will attend the weekly sessions. Planned activities, taken from the Pinnacle Curriculum, will be prepared for each week.

Parents will receive training from outside sources. They will also spend time in the classroom with their child.

## **PRE-K**

We have added several blended Pre-K classes as Head Start continues to grow. Events are scheduled throughout the year for these classes. The children in the Pre-K classes will visit the kindergarten classrooms in April. Parents are invited to go along with their child to visit the kindergarten classrooms.

Pre-K must meet the Performance Standard Requirements along with the requirements for the PQA.

The calendar for Pre-K varies from the Head Start Calendar. Pre-K enrollees attend additional days.

Pre-K uses the Work Sampling and the Continuum Assessment tools.

All sites will operate, for the enrollees, from 7:45 a.m. until 2:15 p.m. If children arrive after the scheduled arrival time, for whatever reason, they must go to the Center Coordinator/Lead Teacher or designee to be admitted to class at their discretion.

## **Additional Home Activities**

Home activities are provided for Educational Services outside the classroom for those students who are unable to attend school due to a lengthy illness or other medical problems of immediate family members. The activities will be carried to the home by the teacher and teacher assistant if the parent is unable to pick them up at the center. Weekly contact must be made with the parents during the child's absence. The request for home activities form will need to be filled out which includes the reason the enrollee cannot attend; an estimated time frame that the child cannot attend; and the day and time that the staff can come to the home to visit the parent and child to review the planned activities.

# **Family Advocate Information**

## **FAMILY AND COMMUNITY SERVICES**

The Family Advocate is responsible for the recruitment and enrollment of children. Family Advocates are assigned to each center to serve as a link between the center, parents, and the community. A home visit will be scheduled with each family to assist parents with goal setting opportunities. Community resources are available to parents that need assistance with crisis management, adult education, housing, and other services. Additional home visits will be conducted when children are absent four (4) consecutive days and no contact with the center has been made, or when a child's attendance is irregular. Parents and family members are encouraged to visit the center and are invited to attend all meetings and workshops.

## **REPORTING CHILD ABUSE**

Child Development Services staff is required by Georgia State law (Section 19-7-5 O.C.G.A.) to report any suspected case of child abuse or neglect to the Department of Families and Children's Services. Program staff will support families who have an involvement with the Department of Families and Children Child Protective Services and will maintain absolute confidentiality of all records pertaining to a report in accordance with state law.

**The program's procedure for reporting suspected child abuse/neglect is posted at every center.**



# Health Information

## HEAD START/EHS HEALTH SERVICES

Head Start's commitment to wellness embraces a comprehensive vision of health for children. Through collaboration among families, staff, and health professionals, all child health and developmental concerns are identified and children and families are linked to an ongoing source of continuous, accessible care to meet their basic health needs. Well child exams assure that your child is healthy and developing normally. Infants and toddlers need exams often, and preschoolers need them yearly. Please follow your health care provider's schedule.

### Health Screenings:

- Upon entering into the Head Start program, your child will receive several screenings that are vital to his/her health. The screenings are:
  - ✓ Height and weight to monitor physical growth;
  - ✓ Speech and language to detect early speech and language deficits.

Parents are invited to attend the screenings and will receive a comprehensive report of the results.

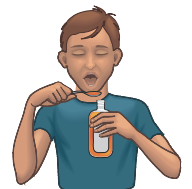
## IMMUNIZATIONS

Parents are responsible to ensure their child's immunizations are always up-to-date. Each child must have on file a current immunization certificate (form 3231) documenting all immunizations before the first day of school. Children will not be allowed to enter school if a current immunization certificate is not on file. After the child's first day of school, as immunizations expire, the parents must have a new certificate within 30 days after the expiration date, or be excluded from attendance until an updated certificate is submitted.

**BE BEARY WISE – IMMUNIZE!**

## MEDICATION POLICY

To administer any medication or medical procedure, CSI must have written and signed documentation from the physician prescribing the medication and signed permission from the parent/guardian. Parents can pick up an Authorization for Medication Administration form from the Head Start Center. Parents must check in all medication that is to be administered with the Center Coordinator or the Lead Teacher. Medication that can be administered before or after school hours will not be administered at school. If medication is to be given during school hours, explain to the pharmacist that the medication will be given during school hours and if possible, could he/she give you two containers.



All medication must be in the original container and must have the original label on the container.

## HEAD LICE

CSI Head Start will observe the “NO live nit” policy as an effective means of keeping lice under control. A clear and firm “NO live nit” policy allows children to return to school only after all nits have been removed from the hair. If a child is found to have live nits and/or lice, the parents are contacted to pick the child up from the center. (Children who have been found to have live nits/or lice are not allowed to stay in school). The child may return to school after treatment is complete. The parent must sign a “Parental Acknowledgement of Lice Treatment” before the child can return to school.

## ILLNESS POLICY

A child cannot attend Head Start if he/she:

- Has a temperature of 100 degrees or above;
- Has a communicable disease;
- Has vomiting/diarrhea; or
- Does not feel well enough to participate in usual daily activities.



A child may return to the Head Start center when:

- Fever has been absent for 24 hours;
- Nausea, vomiting or diarrhea has subsided for 24 hours;
- Stage of contagion for specific communicable disease has passed;
- Child has been under a doctor’s care and the doctor has given written permission for child to return to center;
- Child feels well enough to participate in activities at the center.

## SUDDEN ILLNESS/MEDICAL EMERGENCIES

If a child becomes ill at the center, the Center Coordinator/Lead Teacher, Family Advocate staff, or whoever is in charge will be responsible for notifying the parents. If a child seems unwell or has a slight fever below 101 degrees, the Center Coordinator/Lead Teacher or Family Advocate staff will inform the parent and find a quiet place for the child to rest until he/she goes home. The parent will receive a Suspected Illness or Communicable Disease Exclusion form describing the symptoms. Sick children **cannot** remain at school.

In case of an emergency or injury of a child, which includes dental or medical care, staff will provide immediate first aid or CPR or comfort for the child and call emergency 911. The parent will be notified immediately. Signed Parent Authorizations which allows staff to provide any certified or licensed emergency medical persons with immediate access to the child and to escort the child to the nearest emergency facility if required are kept on file.

## **PARENT NOTIFICATION**

***Please tell us when phone numbers for you,  
your emergency contacts, doctor or dentist change.***

Parents will be notified immediately:

- if a child requires professional medical attention or when a child experiences symptoms of moderate discomfort such as elevated temperature, vomiting, or diarrhea.
- if a child has to be transported to the doctor's office or emergency room

Parents will be notified:

- by the end of the day for medical attention in which professional care is not required, when a child experiences symptoms of less than moderate discomfort;
- or when a child experiences an adverse reaction to prescribed medication which does not constitute moderate discomfort.

Communicable Diseases:

- Parents of all children enrolled in a center shall be notified in writing of the occurrence of any of the illnesses on the communicable disease chart, as provided by DECAL, within twenty-four (24) hours after the center becomes aware of the illness or the next working day.

Parents will be notified:

- to pick up their if he/she child is found to have lice or live nits. (Children are not allowed to stay in school that are found to have lice or live nits)
- Parents will receive a "Suspected Illness or Communicable Disease Exclusion Form", a Parent's Guide to the "Nitty-Gritty" about Head Lice and a "Parental Acknowledgement of Lice Treatment" form. The "Parental Acknowledgement of Lice Treatment" form must be signed before the child can return to the classroom.

If unable to contact the parent(s), center personnel will contact the person or persons specified by parent or guardian.



# **Literacy Information**

## **FAMILY LITERACY PROGRAM**

Concerted Services, Inc. Head Start Family Literacy Program has three basic roles. These roles are to:

1. Increase the families access to materials and activities that promote family literacy development by:
  - a. Motivating parents to use the public library and get a library card;
  - b. Providing free books for the home through the Reading is Fundamental (RIF) book distribution program; and
  - c. Encouraging family members to participate in program reading motivational activities and special events.
2. Support parents in the role of being their child's first teacher by:
  - a. Promoting at-home reading motivational activities; and
  - b. Improving attitudes toward reading and reading material in the home.
3. And encouraging and assisting parents to continue their education by:
  - a. Encouraging parents to obtain a high school diploma or GED;
  - b. Assisting parents with application fees to register for technical school or college;
  - c. Assisting parents with referrals for financial assistance to technical school or college; and
  - d. If funds are available, assisting parents with cost of workshops, special classes and conferences relating to job skills or early childhood development.



## **LITERACY COMMITTEE**

The Literacy Committee shall be responsible for the following:

1. Serve as the Reading is Fundamental (RIF) Committee to assist with book selection, monitor reports, assist with activities, and ensure grant compliance.
2. Advocate emergent and family literacy and promote reading motivation activities, library projects and special literacy events.
3. Assist with promotion of Adult Literacy/Parent Training with emphasis on the parent as a child's first teacher and role model. Review program data of adult literacy needs and make recommendations for services.
4. Promote male and parent involvement in all emergent/family literacy activities.

# **Nutrition Information**

## **FOOD**

CSI provides a nutritious breakfast, lunch, and a snack for your child. All meals and snacks meet the USDA guidelines. All special diets, food allergies, and special requests should be noted at time of enrollment. No outside food and snacks are allowed unless special arrangements are made with the Nutrition Specialist. All infants and toddlers are fed on demand and extra food is kept in the classrooms. Please do not allow your child to bring candy or chewing gum to the center. Parents must provide a medical excuse for special diets necessary for health reasons, or a request in writing for special diets for religious reasons.



## **OUTSIDE FOOD AND CELEBRATIONS**

Head Start makes a conscious effort to acknowledge birthdays and other special occasions in ways that do not involve food such as planning special party games and activities. The birthday child is the teacher's assistant for the day and gets to do special tasks like lead the line, start an activity, choose a game or story, and wear a birthday crown. Teachers recognize students at their own discretion and may use stickers, etc.

# **Parent Involvement Information**

## **PARENT VOLUNTEERS**



Concerted Services, Inc. Child Development Services expects all parents to contribute to their child's participation in the program by volunteering as much as possible. During Parent Orientation prior to the center's opening date, you will learn about the many ways to volunteer with the program. Parents are sent bi-monthly Parent Volunteer Day forms which assign them a date and time that they are invited to volunteer in their child's classroom. Ask your child's teacher how you can volunteer right away. When you volunteer for two to four hours in one day, you are invited to have lunch with your child's class. Siblings are not allowed to come to the center when parents are volunteering. You will need to complete a Volunteer Application prior to volunteering. CSI loves volunteers!

## **CENTER COMMITTEE MEETINGS**

Throughout the year, there will be center committee meetings during which various topics of interest will be presented for our parents. Parents are encouraged to attend. You will receive information about dates, times, and topics.

## **WHY PARENT INVOLVEMENT?**

### **PARENTS...**

- Are their child's first teacher. They play a major role in shaping what and how a child learns.
- Spend more time with their children than our staff and can reinforce what the child learns with the teacher.
- Have a great emotional investment in their children.
- Know their children better than anyone else.
- Are important natural linkages between teachers, Family Advocates, Head Start staff, and their child.
- And families are primary influences of their children's lives.
- Know their communities and those aspects of community life which affect their children.



## **PARENT INVOLVEMENT BENEFITS**

Parent involvement benefits you the parent, your child, your family, and the program.

### Parents gain...

- ◆ Activities to reinforce their children's learning
- ◆ Training to enhance their parenting skills
- ◆ Educational opportunities
- ◆ Community resource information and referral assistance
- ◆ Health, mental health, and nutrition information
- ◆ Leadership experience

### Your child sees you...

- ◆ Assisting the teacher
- ◆ Visible in the center/home and program
- ◆ Carrying out educational activities at home
- ◆ Reinforcing the value of education

The family gains...

- ◆ Positive approaches to child rearing
- ◆ Assistance in identifying needs
- ◆ Assistance in accessing resources

The program helps parents build a better life for their children and families through active participants as:

- ◆ Volunteers
- ◆ Observers
- ◆ Decision makers

## **PARENT PARTICIPATION IN HEAD START**

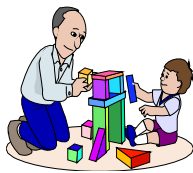
Parent participation is encouraged in five ways in Head Start...

1. In the classroom/home as volunteers, observers, and paid employees.
2. In working with your children in your own home along with the home visitor or as an extension of the classroom teacher.
3. In parent activities which you help to develop.
4. Meeting with your Family Advocate, teaching staff, and/or Center Coordinator to develop a relationship that will result in identifying your family's strengths and needs.
5. In the process of decision-making about the nature and operation of the program through:

- \* Attending center Parent Committee meetings
- \* Electing and serving as officers of the center Parent Committee
- \* Electing and serving as members of the Policy Council
- \* Electing community representatives to the Policy Council

**Parents participate as volunteers throughout the program:**

- In centers
- In the classroom/home
- At the central office
- In all areas of the program
- Parents, as volunteers, help the Program meet its non-federal dollar match of \$.20 for each dollar funded by the federal government, or over \$2,000,000.



**Log on to the Early Childhood Learning & Knowledge Center website at <http://eclkc.ohs.acf.hhs.gov/hslc> for parenting resource information.**

# **Transition Information**

## **TRANSITION**

Every effort will be made to provide parents and children a smooth transition from Early Head Start to Head Start and from Head Start to kindergarten. Transition Specialist, Center Coordinators/Lead Teachers, Teachers, and Family Advocates will work with children and families in preparing the child to enter into Head Start or kindergarten. In addition, if a teacher is aware that a child is leaving Head Start to enroll in another child care setting, the teacher will make every effort to facilitate that transition.

Parents will be provided with education and training to prepare them to exercise their rights and responsibilities concerning the education of their children in the school setting in order to promote the continued involvement of Head Start parents in the education and development of their children upon transition to school.

Parents will have the opportunity to ask questions concerning their rights and responsibilities and their children's rights and responsibilities in the school setting.

Parents will be encouraged to meet and discuss the developmental progress and abilities of their children with Head Start teachers and elementary teachers. The meeting will provide opportunities for parents to raise concerns they may have about their child's placement, receipt of necessary services, or general progress.

Letters/notes will be sent home by the Center Coordinators/Lead Teachers informing parents of registration dates, documents needed for Head Start or kindergarten registration and any additional information that is needed by Head Start or kindergarten such as a parent questionnaire or information sheet.

A visit/tour to the Head Start or kindergarten classrooms will be scheduled before the end of the school year for parents and children who will be leaving Head Start or Early Head Start. Parents are encouraged to visit the Head Start or kindergarten classrooms with their child.

Before the visit to Head Start or the elementary/primary school, the teacher will discuss the field trip with the children, read books about transition/change, and allow children to role play. Head Start Centers will show the video, "Kindergarten, Here I Come". Parents are invited to the center to watch the video, "Kindergarten, Here I Come".



# **Transportation Information**



## **RULES FOR RIDING THE HEAD START BUS**

1. All children enrolled in CSI Head Start are eligible to ride the Head Start bus to and from the center. Not all counties currently offer transportation to and from school. Please check with the center in your county. Parents/guardians will be responsible for getting the child to and receiving the child from the bus pick-up/drop-off each day.
2. Parent/guardians are eligible to ride the bus to and from the center on those days the parents/guardians volunteer at the center.
3. The child being transported on the bus must be placed on the bus in the morning and received in the afternoon at the designated stop by the parent/guardian or responsible adult appointed by the parent/guardian.
  - a. The child can only be left with the persons listed on the Emergency Release list. If you should change persons, please notify the center immediately.
  - b. Please immediately notify the center of any changes that may occur in your address, telephone number, and pick-up or drop-off locations.
  - c. If no authorized person is at the bus stop to pick up the child, the child will be returned to the center. The Center Coordinator/Lead Teacher will attempt to contact the parents/guardians. If they are unable to make contact with the parents/guardians, the proper authorities will be notified.
  - d. Parents/guardians must be at the authorized stop at least 5 minutes prior to the scheduled stop time.
4. A child with improper behavior will be reported to the parent/guardian for corrective action. If the misconduct continues, the child will be reported to the Center Coordinator/Lead Teacher for further referral to the Education Specialist for possible behavior problems.
5. All bus routes are designed so that no child is riding the bus more than one hour. No bus driver will begin the route until an appropriate bus monitor is present on the bus.
6. All children will be trained by the bus driver and bus monitor to be quiet at all railroad crossings.
7. Children are not allowed to stand up, place head or hands outside the window, change seating or play while the bus is in motion. Fighting will not be tolerated and appropriate actions will be taken.
8. Emergency bus evacuation drills will be practiced by the bus driver and monitor.

Head Start children will be transported only in a school bus-designed vehicle. This is for ALL Head Start activities such as: to and from school, appointments, field trips, etc. What this means is that if a child is transported by Head Start personnel, it will be in a school bus-designed vehicle only. This vehicle will meet all requirements of the Federal regulation 45CFR 1310. Parents/guardians still have the option of transporting children to Head Start activities in their personal vehicles if they so choose.

This policy has been put into effect to help ensure the safety of the children. A school bus is specially built to protect the passengers in case of an accident. Your support and cooperation with this agency's policies are greatly appreciated.

It is very important that parents make certain that the list of people you have authorized to pick up your children is up-to-date, including the phone numbers. If your child gets sick at school, Head Start personnel cannot transport your child home. If you or your designated representative cannot be contacted, Head Start will have to call 911 Emergency services to transport your child for medical treatment



# **Complaint & Incident Reporting** **Information**

## **COMPLAINT/INCIDENT PROCEDURES**

If a CSI Head Start parent/guardian has any complaints or incidents, the following steps should be taken:

1. If against center staff - complete the form and contact Center Coordinator/Lead Teacher to request a meeting.
2. If against Center Coordinator/Lead Teacher - complete the form and contact the Education Specialist at (912) 285-6083 to request a meeting.
3. If against Center Family Advocate staff - complete the form and contact the Center Coordinator/Lead Teacher to request a meeting.
4. If against Central Office staff - complete the form and contact Child Development Services Director at (912) 285-6083 to request a meeting;
5. If against Child Development Services Director - complete the form and contact the Executive Director at (912) 285-6083.

After a complaint has been made on the Complaint/Incident form, every effort will be made to resolve the complaint quickly and fairly. If the parent/guardian is not satisfied with the determination reached, he/she may request, in writing, a hearing before the CSI Head Start Policy Council. The Council will review the issues and determine if a meeting is necessary. All complaints must be filed no later than three (3) days from the date of alleged incident. The Complaint/Incident Reporting Form is located on the next page.

**COMPLAINT/INCIDENT  
REPORTING FORM**

**Name of Person Reporting Incident/Complaint:** \_\_\_\_\_

**Contact telephone number for additional information:** \_\_\_\_\_

**Name of child/children (if applicable to incident):** \_\_\_\_\_

**Date of incident being reported:** \_\_\_\_\_  
**(Must be within three (3) working days of incident.)**

**Explain briefly what happened:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Name(s) of staff present that witnessed the incident:** \_\_\_\_\_

\_\_\_\_\_

**Name(s) of any other individual(s) (other than staff) present that witnessed the incident:**

\_\_\_\_\_

**When filing a complaint, this form must be used, completed, and turned in to the Lead Teacher/Center Coordinator within three (3) working days of the incident.**

**Lead Teacher/Center Coordinator will sign for receipt and give a copy back to the person reporting the incident.**

**Upon the receipt of your complaint, the Education Specialist will respond to you in writing or by phone that he/she has received the information. The Education Specialist should receive your complaint from the Center Coordinator/Lead Teacher within two working days. Should you not receive a written response or a phone call that the Education Specialist has received your complaint, please contact him/her at 285-6083.**

\_\_\_\_\_  
**Signature of Person Making Complaint**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Center Coordinator/Lead Teacher**

\_\_\_\_\_  
**Date**

**(Sample of return response to Parent  
for submission of Complaint/Incident form)**

**REPORT OF COMPLAINT**

This is to confirm that I received your complaint filed on \_\_\_\_\_  
Date

concerning the incident that occurred at \_\_\_\_\_  
Name of Center

We will be doing a thorough investigation of this incident. Thank you for taking the time to complete the form and informing us of this situation. Should further information be needed, we may be contacting you in the near future. Again, thank you for your cooperation in this matter.

\_\_\_\_\_  
Education Specialist Signature

\_\_\_\_\_  
Date

**CONCERTED SERVICES, INC.  
CHILD DEVELOPMENT SERVICES VOLUNTEER FORM**

Name: \_\_\_\_\_ Phone: (H) \_\_\_\_\_ (O) \_\_\_\_\_  
Address: \_\_\_\_\_  
Emergency Contact: \_\_\_\_\_  
Social Security #: \_\_\_\_\_ Drivers License #: \_\_\_\_\_

**\*\*\*\*\*ALL VOLUNTEERS THAT INTEND TO VOLUNTEER FOR TWENTY-FIVE OR MORE HOURS MUST HAVE A TB SKIN TEST AND BACKGROUND CHECK.**

**VOLUNTEER WAIVER OF LIABILITY**

I accept full and complete responsibility for my actions while working as a volunteer for Concerted Services, Inc. I absolve Concerted Services, Inc., all Boards and all agency personnel of any liability incurred by client or myself due to my actions.

**CONFIDENTIALITY AGREEMENT**

As a volunteer of Concerted Services, Inc. Child Development Services Program, you may be exposed to and have access to confidential information about enrollees and employees of the Agency. It is vitally important that information about CSI Child Development Services, enrollees and employees not be released to people or agencies outside of Concerted Services, Inc. without written consent; except per court order or legal decree, if you improperly or inappropriately disclose confidential information, you may be subject to disciplinary and/or legal action.

**PERMISSION FOR BACKGROUND CHECKS**

I hereby give my permission for Concerted Services, Inc. Child Development Services to conduct a background screening check with LAW ENFORCEMENT, THE CHILD ABUSE CENTRAL REGISTRY, PREVIOUS EMPLOYERS, GEORGIA DEPARTMENT OF HEALTH AND HUMAN SERVICES, GEORGIA DEPARTMENT OF FAMILY AND CHILDREN SERVICES, GEORGIA DEPARTMENT OF MENTAL HEALTH SERVICES, AND ANY OTHER PERSON TO DETERMINE MY SUITABILITY IN WORKING WITH CHILDREN.

**CORPORAL PUNISHMENT**

**ACYF/ HS 4.02 Use of Corporal Punishment and Isolation as disciplinary measures is STRICTLY FORBIDDEN.**

I HAVE READ ALL OF THE ABOVE AGREEMENTS AND ACCEPT THE RESPONSIBILITY PLACED ON ME BY CONCERTED SERVICES, INC. CHILD DEVELOPMENT SERVICES.

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Staff Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Concerted Services, Inc. Child Development Services  
Parental Authorizations and Agreements**

Child's Name: \_\_\_\_\_

Center: \_\_\_\_\_

Initial each area and sign/date the back of the form.

**PROGRAM OPERATION/NUTRITION:**

\_\_\_\_\_ I understand that the program agrees to provide preschool services for my child. My child will normally be in attendance at the facility between the hours of 7:45 a.m. to 2:15 p.m. or \_\_\_\_\_ to \_\_\_\_\_ p.m., from August until May. The days of attendance are Monday through Friday unless specified below:

\_\_\_\_\_ Monday; \_\_\_\_\_ Tuesday; \_\_\_\_\_ Wednesday; \_\_\_\_\_ Thursday; \_\_\_\_\_ Friday; N/A Saturday

My child will normally receive breakfast, lunch and an afternoon snack, unless specified below, while in attendance at the facility. Children under the age of 12 months will be fed on demand. (Check all that apply):

\_\_\_\_\_ Breakfast; \_\_\_\_\_ a.m. Snack; \_\_\_\_\_ Lunch; \_\_\_\_\_ p.m. Snack; N/A Supper; N/A Evening Snack

\_\_\_\_\_ I agree to send my child to the program every day that he/she is well. I understand that it is my responsibility to notify the staff if my child is unable to attend. I also understand that if my child is ill or has a fever, my child **MUST** remain home.

**HEALTH/ SPECIAL SERVICES**

\_\_\_\_\_ I authorize the center to obtain emergency medical care for the child when the parent is not available. I consent for my child to receive medical or dental services, or any screening done by program selected health care providers, staff, and/or contractual service providers. This may include examinations, evaluations, observations, screenings, testing, CPR/First Aid or emergency room treatment. I authorize the center to transport my child to receive these services. Authorization does not include consent for surgical operations without my specific additional consent, except in the case of an emergency and only after every effort has been made to locate me or my next of kin. This consent is valid for the period of time my child is enrolled in the program.

\_\_\_\_\_ I authorize the center staff to dispense prescribed medication. Before any medication is dispensed to my child, I understand that my child's physician will be contacted by the Health Specialist to complete an Authorization to Administer Medication form, which includes: date; name of child; name of medication; if medication is needed during school hours; prescription number, if any; dosage; date and time of day medication is to be given and any other information pertinent to the dispensing of medication at school. I also understand that I will provide written permission to dispense medication according to the doctor's orders by signing the Authorization to Administer Medication form after the doctor has completed and signed the form. Medicine will be in the original container with my child's name identified on it and must be given to the Center Coordinator or Lead Teacher.

\_\_\_\_\_ I acknowledge it is my responsibility to keep my child's records current to reflect any significant changes as they occur, e.g. telephone numbers, work location, emergency contacts, child's physician, child's health status, medical health care coverage, infant feeding plans, and immunizations records, etc.

\_\_\_\_\_ I understand that staff members agree to keep me informed of any incidents including illness, injuries, adverse reactions to medications, etc. involving my child.

**FEES**

\_\_\_\_\_ I understand that there are no fees for Early Head Start, Head Start or Pre-K services.

**FIELD TRIPS**

\_\_\_\_\_ I authorize my child to participate in field trips and special activities away from the center. The program agrees to notify parents of any field trips a week in advance of the trip/walk. If you do not want your child to participate in a specific field trip, parents must decline their child's participation, in writing, at least two (2) days before the trip is scheduled. No water-related activities occurring in water that is more than two (2) feet deep will be approved or scheduled. Walks will include bye-bye buggy rides for infants and toddlers.

**TRANSPORTATION**

I, authorize the program to transport my child as follows:

- \_\_\_\_\_ To and from the center for field trips, screenings, and any other services provided.
- \_\_\_\_\_ If bus transportation is available at the center, I agree to have my child ready at the appointed time in the morning, and to be available at the appointed time in the afternoon to receive my child. I understand that my child will not be released to anyone other than those persons listed in my child’s file and that it is my responsibility to keep this list current. Also, if no one is at the designated bus stop to receive my child and he/she is brought back to the center, the appropriate authorities may be notified and my child delivered into their custody. A bus schedule with pick-up and drop-off times will be provided prior to bus services.
- \_\_\_\_\_ I understand that my child will not be allowed to enter or leave the facility without being escorted by the parent(s), person authorized by the parent(s), or facility personnel. I understand that if arrangements are not made to pick up my child within 15 minutes of the scheduled release time, the Late Pick-up procedure will be followed. I am aware that the police and/or child protection services may be notified and my child delivered into their custody if I do not follow the pickup procedures.
- \_\_\_\_\_ I understand that the center staff may refuse to release my child to anyone who appears to be intoxicated or for any reason incapable of accepting responsibility for my child.

**PICTURES/PUBLICATION**

- \_\_\_\_\_ I give my consent that any picture or video taken of my child can be used in newspapers, displays, bulletin boards, slide presentations, brochures or any other type of education/public relation materials or publications in print or web based.

**EDUCATION**

- \_\_\_\_\_ For Early Head Start children who turn three (3) years old during the year, I give my permission for my child to remain in the classroom until the end of the program year even though there may be children under the age of three (3) in the classroom. [GA Licensing requires permission]
- \_\_\_\_\_ I understand that it is my responsibility to provide a change of clothing, suitable for the weather, to be kept at the center for my child.
- \_\_\_\_\_ I understand that the teaching staff will be conducting at least two home visits during the program year and that I am encouraged to participate in these home visits.
- \_\_\_\_\_ I understand that the teaching staff will be conducting at least three parent-teacher conferences during the program year and that I am encouraged to attend these conferences.
- \_\_\_\_\_ I understand that it is my responsibility to provide two towels for my child to keep at the center for nap time. I also understand that it is my responsibility to wash these towels when sent home on Friday and return them to the program with my child on the first day of the following week – usually Monday.
- \_\_\_\_\_ I understand information regarding my child will be kept confidential and only released to appropriate agencies/individuals concerning the welfare of my child. I have the right to review my child’s records at any time during normal center hours.

The purpose of this consent form has been explained to me.

\_\_\_\_\_

Parent/Guardian Signature                      Date                      Staff Signature                      Date

# Community Service Numbers

## Abuse/Assault Services

Georgia Domestic Violence Hotline ..... 1-800-334-2836  
National Domestic Violence Hotline .....1-800-799-7233  
Rape Abuse Incest National Network (RAINN).....1-800-656-4673

## AIDS Services

National AIDS Hotline .....1-800-342-2437  
National Prevention Information .....1-800-458-5231  
SIDA (Spanish) .....1-800-344-7432

## Alcohol/Drug Abuse

Alcoholism Hotline .....1-800-252-6465  
Georgia Drug Abuse Helpline .....1-800-338-6745

## Children

Runaway Helpline .....1-800-621-4000

## Crisis Hotline

Satilla (Single Point Entry) .....1-800-342-8168  
GA Crisis & Access Line .....1-800-715-4225  
GA Helpline .....1-800-338-6745

## Gambling

Georgia Problem Gambling Helpline .....1-800-699-7117

Poison Control Center Hotline .....1-800-222-1222

## Rape Hotline

Rape Abuse Incest National Network (RAINN).....1-800-656-4673

## Suicide Prevention

Satilla .....1-800-342-8168

## Victims

Georgia Crime Victims Assistance Helpline .....1-800-338-6745  
Victim Information & Notification Everyday (VINE) ..... 1-800-721-8057

**“Children Learn By Example”**



**(SAMPLE)**  
**PARENT/GUARDIAN ACKNOWLEDGMENT**

I have received a copy of the Concerted Services, Inc. Child Development Services Parent Handbook. I realize that I am responsible for reviewing the information set forth by the Concerted Services, Inc. Child Development Services Head Start/Early Head Start Programs.

I have been informed and am aware of the information contained in this handbook and any additional information on any topic that I require may be provided by the CSI Child Development Services Head Start/Early Head Start Programs.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Child's Name: \_\_\_\_\_

Center: \_\_\_\_\_ Classroom Number: \_\_\_\_\_

**We encourage each of you to take time to review this information. Should you have any further questions or concerns in this matter, feel free to contact the staff at your local site.**