Parent Handbook

2026– 2027 School Year

Head Start is the Place To Bee!



action pact

Head Start/Early Head Start/Pre-K

COVID Guidelines

Action Pact Head Start will follow state licensing policies and the Office of Head Start's guidance regarding COVID-19 precautions and guidelines. Parents will be required to adhere to these policies for all children's well-being as well as for themselves. Your cooperation is greatly appreciated. The action pact COVID mitigation policy will be implemented whenever circumstances requires activation of the policy.

Please review your "Parent Handbook" and familiarize yourself with the various action pact Head Start rules and regulations. The Parent/Guardian signature receipt of the materials page will be kept on file at the center. The action pact does not discriminate based on religion, sex, age, national origin, race, color, disability, sexual orientation, or marital status. If you have questions, please get in touch with your Head Start/Early Head Start Center.

Culture of Safety

We are committed as a program to fostering a culture of safety at all our centers. Our primary goal is to ensure your child's safety while in our care. In this effort, it is the responsibility of all staff to ensure that all safety measures are maintained and to respond immediately to any child who requires assistance with a health or safety issue. We also ask that our parents help us maintain a culture of safety by being aware of anything they may see while at a center that could potentially be harmful to a child or pose a safety concern. If this occurs, please report it to the Center Coordinator as soon as possible. We appreciate our parents helping us to keep all our children safe.



Revised July 2026

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Dear Parents,

Action pact Head Start has provided quality education and family support since 1965. We are honored that you have selected **action pact** Head Start to meet the social and academic needs of your child. We look forward to helping your child develop to their fullest potential. Our objective is to ensure that both you and your child experience comfort during your transition into the Head Start program. We will strive to provide excellent services and hopefully build a lifelong relationship with you and your child.

Our staff are well-trained, dedicated, and will provide an educational, loving, safe environment for your child. Our Family Advocates can also work with you to help you reach your life goals. We can link you to many resources in the community. We are here to serve you and appreciate your expression of ideas, concerns, and feelings.

Please read the 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 together, we can influence the direction of our future.

Angela Carr
Head Start Director



PARENTS, YOU HAVE THE RIGHT:

To access this facility at any time, your child must be in care. However, you need to immediately make your presence known to the person in charge of the facility.

To view your child's file. Please contact the center coordinator.

To review a copy of the facility's latest licensure report. Your facility director has a copy of the report. Inspections of facilities can be viewed on the following website: http://www.decal.ga.gov.

A copy of the rules and regulations that apply to this facility is available. Please ask your provider to share them with you. You can also review the laws and regulations by visiting the Bright from the Start website at www.decal.ga.gov. These rules establish minimum requirements for the health, safety, and well-being of all children in care.

Bright from the Start: Georgia Department of Early Care and Learning is required by law to investigate complaints regarding rule violations. If you have any complaints or concerns about your child's care, you may call (404) 657-5562.

VISITORS

Please check in with the staff upon arrival at the facility. Sign in and get a visitor's badge.

action pact
Head Start
P.O. Box 1965
510 Tebeau Street
Waycross, Georgia 31501
(912) 285-6083

Website: www.myactionpact.org

Diane Rogers, Executive Director
Angela Carr, Head Start Director
Sonja Eason, Human Resources Director
Hayley Stephens, Fiscal Director

action pact Head Start Administrative Staff:

Renae Washington, Assistant Head Start Director

Carol Clarke, Training/Literacy Specialist

Daniel Cox, Facilities/Safety/Transportation Specialist

Atticus Hammock, IT Specialist

Melody Henderson, Family Services Specialist

Deborah Horton, Education/Transition Specialist

Trecinski Jones, Fiscal Specialist

Tracey Lomax, Nutrition Specialist

Denise McGauley, HR Specialist

Denise O'Berry, Mental Health/Disabilities Specialist

Tammy Perritt, Licensed Counselor

Hollard Phillips, Health Specialist

Jessica Linton, Parent, Family, Community Engagement Specialist



action pact
ALL. TOGETHER. ONE.

Our Mission

Our mission is big. We strive to create equal opportunity by prioritizing progress over programs.

Our Vision

We draw strength from our past and focus our energy on an even stronger future. With **action pact**'s help, our communities will be full of neighbors who can support their families, boost their education, solve setbacks, and have a meaningful impact.

HEAD START PROGRAM

Head Start is a comprehensive early education program for children from at-risk backgrounds from birth to age five. From early math and reading skills to confidence and resilience, we help children develop the abilities they need to succeed in school and life.

Head Start services are available for children aged 3 to 5 years. Early Head Start services are for expectant families and children from six weeks to 3 years of age. Children who attend Head Start or Early Head Start participate in a variety of educational activities. The program also has a family-oriented atmosphere. A family-oriented atmosphere is incorporated into the lesson plans, menus, dramatic play, books, pictures, holiday celebrations, events, and other activities at the center. If you do not want your child to participate in a particular activity or event, please speak with your child's teacher.

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 engage in various experiences that help them develop self-confidence and independence. The children also improve their listening and speaking skills. The children spend time in stimulating settings where they develop good habits and enjoy playing with others and working on tasks alongside their classmates. Your child will leave Head Start better prepared for the public school system, excited about learning, and ready to succeed.

Your Head Start child will receive services from skilled and educated 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 engaging activities that promote their mental, social, emotional, and physical development. The Head Start staff recognizes that, as parents, you are the first and most important teachers of your children. The Head Start program engages parents as equal partners with their child's teacher and works closely with the local community to tailor its services to the needs of each area. Every child can succeed, and together, we're supporting more children, families, and communities on their path to success.

Pre-K

Georgia's Pre-K Program is a lottery-funded educational program designed to prepare four-year-olds in Georgia for kindergarten. Children who are four years of age as of September 1st of the current school year and are Georgia residents are eligible to attend Georgia's Pre-K Program during this school year. Georgia's Pre-K Program is voluntary for families and providers. Because participation in Georgia's Pre-K Program is voluntary for public schools and private child development centers, there may not be enough spaces in every community for all four-year-olds who wish to participate. Currently, Pre-K services are only provided in Coffee County and Ware County.

Upon entry into the Early Head Start, Head Start, and Pre-K programs, each child undergoes required screenings to confirm that they are in good health and are developing well. This is the initial determination of the child's overall health status, developmental strengths, needs, and areas of identified concern, such as potential delays or disabilities (e.g., speech, language, behavior, cognitive).



HEAD START/EARLY HEAD START CENTERS

Appling Co. – Belinda Kerr, Center Coordinator
Head Start/Early Head Start –22 Jr. High Dr., Baxley, GA 31513, (912) 367-4321 (Phone) (912) 785-2779 (FAX)

Atkinson Co. – Rebecca Hollis, Center Coordinator
Head Start/Early Head Start – Willacoochee – 245 School Rd., Willacoochee, GA 31650
(912) 534-6035, (912) 534-6036 FAX
Head Start - Pearson – LaCarol O. Cummings, Site Supervisor
636 Austin Ave. East #1, Pearson, GA 31642, (912) 422-3493, (912) 422-3494 FAX

Bacon Co. – Keasha Reynolds, Center Coordinator
ABC Child Development and Early Head Start Program – 305 South Baker St., Alma, GA 31510
(912) 632-4875, (912) 632-3985 FAX
Head Start – Northside – 101 Mullis Dr., Alma, GA 31510, (912) 632-0774, (912) 632-2900 FAX

Brantley Co. –Megan Brrd Center Coordinator
Head Start/Early Head Start – 470 Bryan St., Suite A., Nahunta, GA 31553, (912) 462-5520, (912) 462-8633 FAX

Candler Co. – Katherine Hunter, Center Coordinator
Head Start/Early Head Start – 151 S. Register St., Metter, GA 30439, (912) 685-3383, (912) 685-2493 FAX

Charlton Co. – Dorothy Reed, Center Coordinator
Head Start/Early Head Start – 244 Mary M. Bethune Drive., Folkston, GA 31537, (912) 496-3041, (912) 496-1116 FAX

Clinch Co. – Caroline Thomas, Center Coordinator
Head Start/Early Head Start – 282 Carswell Street, Homerville, GA 31634, (912) 487-0873, (912) 487-1209 FAX

Coffee Co. – Catreia Moser, Center Coordinator
Head Start/Early Head Start/Pre-K – 511 Pine St., Douglas, GA 31533, (912) 720-1007, (912) 720-1008 FAX

Jeff Davis Co. – Heather Davis, Center Coordinator
Head Start – 71 Burkett's Ferry Road
Hazlehurst, GA 31539, (912) 375-2258, (912) 375-0943 FAX

Pierce Co. – Kristy Knowlton, Center Coordinator
Head Start/Early Head Start – 655 Grady St., Blackshear, GA 31516, (912) 449-0076, (912) 449-6328 FAX

Toombs Co. – Gail Aldrich, Center Coordinator
Head Start/Early Head Start – 178 Williams St., Lyons, GA 30436, (912) 526-9228, (912) 526-9231 FAX

Ware Co.
Head Start –Alaycia Staten – Center Coordinator, Lori Comstock- Assistant Center Coordinator
1235 McDonald St., Waycross, GA 31501 (912) 285-1844, 284-0087, (912) 284-9893 FAX

Hazzard Hill Early Head Start – Lakeshia Roberts, Center Coordinator
1403 Pendergast St., Waycross, GA 31501, (912) 490-0201, (912) 490-0204 FAX



action pact
HEAD START/EARLY HEAD START/PRE-K
FAMILY ADVOCATE CONTACT INFORMATION

APPLING COUNTY HEAD START/
EARLY HEAD START
22 Jr. High Dr., Baxley
(912) 367-5371

ATKINSON COUNTY HEAD START/
EARLY HEAD START
245 School Road, Willacoochee
(912) 534-6035

BACON COUNTY NORTHSIDE HEAD START
Mullis Drive, Alma
(912) 632-0774

ABC EARLY HEAD START
305 South Baker Street, Alma
(912) 632-4875

BRANTLEY COUNTY HEAD START/
EARLY HEAD START
470 Bryan Street Suite A, Nahunta
(912) 462-6552

CANDLER COUNTY HEAD START/
EARLY HEAD START
151 S. Register St., Metter
(912) 685-2857

CHARLTON COUNTY HEAD START/
EARLY HEAD START
244 Mary M. Bethune Dr., Folkston
(912) 496-4563

CLINCH COUNTY HEAD START/
EARLY HEAD START
282 Carswell St., Homerville
(912) 487-5304

COFFEE COUNTY HEAD START/PRE-K/
EARLY HEAD START
511 Pine Street, Douglas
(912) 720-1005
(912) 720-1006

JEFF DAVIS COUNTY HEAD START
71 Burkett's Ferry Road, Hazlehurst
(912) 375-2258

PIERCE COUNTY HEAD START/
EARLY HEAD START
655 Grady Street, Blackshear
(912) 449-0004

TOOMBS COUNTY HEAD START/
EARLY HEAD START
178 Williams Avenue, Lyons
(912) 526-9229

WARE COUNTY HEAD START/EARLY101
HEAD START/PRE-K
1235 McDonald Street, Waycross
(912) 284-0369 or (912) 285-2092

HAZZARD HILL EARLY HEAD START/
HEAD START
1403 Pendergast Street, Suite A, Waycross
(912) 490-0201



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 the release of information as required by law, by court order, or for program monitoring by authorized agencies.

It is the responsibility of **Head Start staff to maintain the parent/guardian's right to a relationship of mutual trust, privacy, and confidentiality, as well as** 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 the prior knowledge and informed consent of the parent or guardian.

TOBACCO and DRUG-FREE ENVIRONMENT

Action pact Head Start provides a tobacco and drug-free environment for staff, children, and participants. This includes smoking, vaping and the use of smokeless tobacco (snuff, chewing tobacco). This policy applies to both employees and participants of **action pact** Head Start.



1. There is no tobacco or drug use in any **action pact** Head Start facilities or on the grounds. This includes smoking in personal vehicles while on **action pact** property.
2. There is no tobacco or drug use in any **action pact** Head Start vehicle at any time.
3. There is no tobacco use by staff or volunteers when children are present.
    a. Walks and other off-site activities are "tobacco-free" and "drug-free" to the fullest extent possible. There is no tobacco use by staff or volunteers during off-site activities.
    b. **Action pact** Head Start/Early Head Start staff, parents/guardians, and participants do not use tobacco or drugs during on-site conferences or home visits. Parents are kindly asked to refrain from using tobacco during home visits.
    c. There is no tobacco or drug use at any **action pact** Head Start function.
4. Signs are also posted in all **action pact** Head Start facilities.

WEAPONS POLICY

Action pact Head Start has a zero-tolerance policy for weapons and dangerous instruments. No students, parents, or staff members shall possess a knife, firearm, pepper spray, or other objects that can be considered a weapon. These items are prohibited on school grounds, at any program activity, function, or event, or while in 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 a presence is noted.
2. Abusive language and/or behavior are 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 the 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.

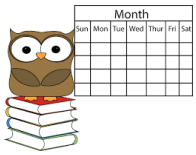
SAFETY CONCERNS/SCHOOL LOCKDOWNS

In the news, we regularly hear of tragic happenings in school settings. To prevent such occurrences in Head Start, some of our centers have safety and security features. These features help ensure the safety of your child. Safety features may include a security system, locked doors, classroom cameras, alarm systems, sign-in and sign-out procedures, and others. Our staff members receive regular training in 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. There may be situations that arise that call for a school lockdown. Some reasons for a lockdown at school include environmental events such as a gas leak or chemical spill; weather emergencies like a tornado or flash flood; an intruder near or on the campus area; and the presence of a dangerous animal. During lockdowns, no one is permitted to enter or exit the facility, including parents. If these safety precautions inconvenience you in any way, please remember the reason behind them: 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 your child. We will not be responsible for lost, stolen, or damaged items.

SCHOOL CALENDARS



Action pact Head Start & Pre-K follow the public school system's calendar as much as possible. Centers operate between the hours of 8:00 a.m. and 2:15 p.m. for Head Start, 7:45 a.m. to 3:00 p.m. for Early Head Start, and 7:45 a.m. and 2:45 p.m. for Pre-K. Each parent will receive a center calendar upon enrollment of the child. This calendar will list the first day of class, early release days, home visits, teacher workdays, staff appreciation days, and the last day of school. Parents will receive written notification if the center calendar changes.

CALENDAR SCHOOL DAYS

Action pact Head Start/Pre-K school days for children are Monday through Friday, August through May. Traditionally, these centers are closed on Labor Day, Thanksgiving, Christmas, Martin Luther King Jr. Day, Spring Break, and Memorial Day. Days that centers are closed may vary from county to county. Head Start will provide services from August 5, 2026, through May 7, 2027. Pre-Ks

will provide services from August 5, 2026, through May 14, 2027. Early Head Start will provide services to enrollees Monday through Friday, August 5, 2026, through June 7, 2026.

CLASSROOM ARRIVAL

Parents are expected to bring their children to Head Start, Early Head Start, or Pre-K on time. The hours of operation for Early Head Start enrollees will be 7:45 a.m. – 3:00 p.m., Head Start enrollees will be 8:00 a.m.- 2:15 p.m., and Pre-K enrollees will be 7:45 a.m.- 2:45 p.m.

Tardiness Policy

- Children are encouraged to arrive on time to receive a nutritious breakfast provided by Head Start and to participate in essential classroom activities that begin at arrival.
- Parents who bring their children after the designated arrival time must call the Head Start center. A staff person will greet the parent at the front door and accept the child.
- Teachers should keep track of individuals who have accumulated five tardies in 30 days or 10 tardies for the entire school year and report this to the Family Advocate.
- The Family Advocate will meet with the family, CC, and teacher to schedule a date and time to have a conference with the family.
- A meeting will be scheduled with the parent, Family Advocate, teacher, and CC to discuss possible strategies to support the family in getting their child to school on time. After the meeting, the family will immediately start trying these strategies.
- After the first meeting, if the child is tardy again, the teacher will report it to the Family Advocate to discuss other strategies that may help the family. A second meeting will be scheduled with the parent, Family Advocate, teacher, and CC to help determine why the first problem-solving effort was unsuccessful and to assist the parent in developing a more viable approach.
- After the family has tried all strategies and the issue is not resolved, the parent must complete a Tardiness Agreement. The Tardiness Agreement will be kept on file for the child.

CLASS DISMISSAL

Children in Head Start will be dismissed at 2:15 p.m., Pre-K at 2:45 p.m., and Early Head Start at 3:00 p.m. Parents are asked to pick up their children on time. We encourage parents not to pick their children up early unless there is an emergency. Classroom doors will remain locked until the end of the school day. Children benefit more from the program when they are present for the whole day, and this helps prepare them for public school. The person picking up your child must be listed on our emergency Release list. They 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.

Parents are encouraged not to pick up their child before dismissal time due to the federally mandated School Readiness Policy.

LATE PICK-UP

Parents/Guardians will make every effort to pick their child up from the Head Start/Early Head Start Center on time. Children should be picked up at the assigned dismissal time to allow teaching staff planning time. Enrollees of the program, as well as the staff's children, will need to leave at dismissal time so that the staff can focus on their planning time.

1. The Center Coordinator will be notified by the Teacher of the name of any enrollee not picked up within 15 minutes of dismissal time.
2. The Center Coordinator will contact the Family Advocate, and the Family Advocate will make every effort to contact an authorized person to pick up the child. The role of the Family Advocate will be to carry out the following procedures:
    a) Telephone calls will be made to every available number for the parent(s) or guardian(s), and then to every person authorized to receive the child.
    b) If contact numbers are disconnected or there is no answer, the Family Advocate will initiate home visits, commencing at the home address.
    c) If no one is at home, a door hanger will be left with a brief message that the child is still at school. Make sure the message also includes the date and time of the visit.
    d) The Family Advocate will continue to make home visits until an authorized person is located to pick up the child or all available resources and contacts have been exhausted.
3. The Center Coordinator will be responsible for any enrollees still at the center after the child's teacher has left for the day.
4. Enrollees will be treated with kindness and respect. Puzzles, books, games, etc., will be provided to entertain the enrollees while they wait to be picked up.
5. The Center Coordinator and a designated staff person will remain with the child at all times. At sites where there is more than one Family Advocate, a Family Advocate would serve as the second individual. At sites where there is one Family Advocate, the Center Coordinator would assign a staff person from the teaching staff to stay.
6. After every effort has been made to locate the Parent/Guardian or a designated individual on the release list, the Center Coordinator will contact the Assistant Head Start Director at 5:00 p.m. The Center Coordinator will call the local Police Department and notify them that the child is still at the center and that we cannot contact the child's family for pick-up. If a police report is filled out, a copy of the police report will be requested to keep on file at the center.
7. If the officer takes the child from the center, the police officer will be required to sign the child out on the Head Start Sign-In/Sign Out form.
8. Within 24 hours of the incident, a written report will be emailed to the Head Start Director and c/c by email to the Assistant Head Start Director.
9. **<u>On the day of the first occurrence</u>**, the Center Coordinator will emphasize to the parent/guardian the importance of picking up the child at dismissal and communicate with the

family to figure out the problem. **If the child is not picked up before 5:00 p.m., follow steps 6-8 listed above.**

10. **On the second occurrence -** The Center Coordinator will schedule a conference with the Parent, Family Advocate, Teacher and Center Coordinator to discuss possible strategies to support the family in picking their child up on time. After the meeting, the family will immediately start trying the strategies. The CC will provide a copy of the conference notes to the Assistant Head Start Director and Head Start Director. **"If the child is not picked up before 5:00 p.m., follow steps 6-9 listed above.**
11. **On the third occurrence -** After the first meeting, if the child is picked up late again, the Teacher will report it to the Center Coordinator and Family Advocate to discuss other strategies that may help the family. A second meeting will be scheduled with the parent to help determine why the first problem-solving effort did not work and help the parent develop a more viable one. The CC will provide a copy of the conference notes to the Assistant Head Start Director and the Head Start Director
12. After the family has tried all available strategies and the issue remains unresolved, the parent must complete a Late Pick-up Agreement. The Late Pick-up Agreement will allow parents to select a time to pick up their child before the dismissal time. The Late Pick-up Agreement will be kept in the child's file, and a copy will be provided to the Assistant Head Start Director and the Head Start Director.
13. No child will be terminated or suspended due to being picked up late. The program will continue to work with the family to find a solution.



ENROLLEE DROP-OFF & PICK-UP PROCEDURES

Children enrolled in Early Head Start, Head Start, and Pre-K will be dropped off and picked up each day in a designated drop-off and pick-up line. The people dropping off and picking up the children will form a line. A staff person will come to the vehicle to greet the child and escort them out. During pickup, children will only be released to individuals on the child's emergency release list. If the staff doesn't know the person picking up the child, they must present identification before the child can be released. Under no circumstances can a child be released to someone who is not on the pick-up list. This is to ensure the safety of all children.

If a child is being walked to school by an adult, they should meet with the Center Coordinator before their child's first day to determine the drop-off and pick-up location for children being walked to school.

When people are dropping off and picking up children, we ask that they abide by the following guidance:

- **Prepare ahead of time-make sure your child has everything ready before the staff person arrives at your vehicle to get your child out.**
- **Don't cut in line or honk your horn at the person in front of you.**
- **Don't speed through the parking lot or school zone.**
- **Remain in your vehicle at all times unless a staff member asks you to exit.**
- **If you need to schedule a meeting with a staff person or would like to discuss an issue, concern, or suggestion, please park your vehicle and contact the center. Someone will**

gladly assist you. Please refrain from holding lengthy conversations in the drop-off or pick-up line to respect those behind you.

- **Be patient. Our children, staff, and parents are doing their best to drop off and pick up all the children in the quickest way possible, while keeping child safety and supervision as top priorities.**

Classroom volunteers are not permitted to release children from their supervision.

If your child arrives after the designated drop-off time, you should park your vehicle and walk your child into the center.

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 the sand, run, jump, and climb. We will not be responsible for damaged or lost clothing. We recommend shoes that are sturdy and with non-slip soles, such as tennis shoes/sneakers. 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 depending 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 follow 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, a different kind of formula may 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.

BREAST FEEDING AREA

Each Early Head Start Site has a designated private area for mothers to breast feed their child.

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

We must have current parent contact information. When parents are contacted in cases of an 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 and Administrative staff.

"REMIND" TEXTING NOTIFICATION SERVICE

The "Remind" text service is a free, safe, easy-to-use way for center staff to send parents notifications of upcoming events/activities, unscheduled school closings, or other important announcements by text. If you have a texting plan on your cell phone, you are eligible for this service. Your Center Coordinator will contact you with information on how to sign-up for "Remind".

INCLEMENT WEATHER POLICY



Action pact 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 your review at the Center Coordinator's office.

EMERGENCY DRILLS

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

ATTENDANCE POLICY

The goal of the program is to provide ongoing educational activities that build social, emotional, and cognitive skills, preparing children for academic 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. In cases where your child is ill and has seen a doctor or your child 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.

Good attendance is categorized as missing less than 10% of the school year. If your child misses six of the first sixty days of the program, you will be asked to participate in an attendance meeting with the center staff to discuss options for the child's regular attendance. Once the first sixty days of school have passed, any child who accumulates 12 or more days will be asked to participate in an attendance meeting with center to staff to discuss options for the child's regular attendance. If a child is absent for two 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.

QUALITY RATED

Action pact Head Start is proud that our centers participate in the Quality Rated Program.. Quality Rated is a three-tiered quality rating and improvement system used to assess, improve, and communicate the level of quality in early and school-age care and education programs. Similar to rating systems for other service-related industries like hotels and restaurants, Quality Rated assigns a quality rating to early and school-age care and education programs that meet a set of defined program standards. To become quality rated centers must complete and submit an on-line portfolio and have on-site observation visits. Centers are subject to re-evaluation every three years.

Disabilities Services Information

DISABILITY SERVICES

Children with disabilities and their families receive the full range of Head Start developmental services in an inclusive general education environment. Each child with an Individualized Education Program (IEP) or an Individual Family Service Plan (IFSP) has additional support to help reach educational goals and obtain adaptive skills for daily functioning. Staff members work with parents and community agencies to provide services that meet the exceptionalities of the child with disabilities. Items are added to the classroom environment such as slant boards, textured puzzles, braille alphabet and number blocks, chewy tubes and other needed adaptive games, toys and equipment for each individual child as needed.

Informative workshops and parent training regarding information about IEPs and IFSPs, the Individuals with Disabilities Education Act (IDEA '04), Free Appropriate Public Education (FAPE), Least Restrictive Environment (LRE), resources in the communities that the families live in, and individual types of disabilities of each child are included in the school's yearly schedule. Additional help for parents and families is available via meetings and phone calls with the Mental Health/Disabilities Specialist. Parents are encouraged to be the child's advocate throughout receiving Special Education services. The Special News Flash is given to the parents of children with IEPs and IFSPs which includes news about new technology, information on different disabilities, special calendar events days and resources/groups nationwide and locally for parent support. Parents are encouraged to be the child's advocate throughout their educational journey.

Second Screening: Developmental Assessment of Young Children (DAYC-2)

The Developmental Assessment of Young Children Second Edition (DAYC-2) is a popular test used to identify children with possible delays in five different domains. This assessment is used for children from the ages of birth to five years, 11 months.

Each of the five DAYC-2 domains — Cognition, Communication, Social-Emotional Development, Physical Development, and Adaptive Behavior — reflects an area mandated for assessment and intervention for young children in IDEA.

The DAYC-2 assessment is administered after the DIAL-4 Assessment and in a timely manner. The children have more time to adjust to the environment of our program before the DAYC-2 is completed. Parent permission is obtained as well as involved in the assessment as needed. Parents receive the results and make the informed decision on whether their child needs a referral to other sources of help or does not need a referral.

SECOND STEP: A SOCIAL/EMOTIONAL CURRICULUM

What is Second Step? Second Step is a holistic approach to building supportive communities for every child through social-emotional learning. This curriculum teaches children to self-regulate their emotions, learn new social skills and improve each child's academic outlook. The use of the boy and girl puppets and daily activities are geared toward the early learners, three to five years olds. These fun lessons capture the children's attention while they improve their social/emotional development and increase their academic functioning to become a productive community member for the future.

Mental Health Services Information

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 Specialist and a Mental Health Licensed Counselor to assist with family support issues, such as substance abuse, domestic violence, or stress-related issues. The staff receives training in working with children and families dealing with child behavior, along with family functioning.
Promoting 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 individual children's needs.

The use of Conscious Discipline, an evidence-based approach for emotional and social learning, helps to ensure that the infants, toddler, and preschool children are exposed to positive reinforcement and a loving school family atmosphere. During the child's first assessment at Head Start and Early Head Start, parents complete a social/emotional screening to provide observations about their child to determine the need for any additional services. From the assessment, a child's social and emotional well-being is monitored for any signs of problems.

Along with Conscious Discipline, the Pyramid Model, a conceptual tiered intervention framework of practices, is being implemented to guide the positive approach. The Pyramid Model supports the social-emotional well-being of infants and young children with challenging behaviors. The Pyramid Model allows for a framework in which Conscious Discipline techniques are used that require positive interactions and enforcements. The use of both models stretches from infants to pre-K children to cover every age group in both Early Head Start and Head Start classrooms.

Lastly, at times, a teacher and/or parent may feel a child is experiencing difficulties or showing concerning behaviors in the classroom and/or home and would benefit from Mental health services. Parents will be contacted to discuss the situation, or parents may contact the teacher to discuss their concerns. Many preschool age children experience periods of non-compliance and stress. Head Start teaches children and families how to handle stress in a 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 *Teaching Strategies Gold*. The *Teaching Strategies Gold* 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 can 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 can 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.

Head Start classrooms use the most recent edition of *The Creative curriculum for Pre-school, 6th Edition* and *The Creative Curriculum for Infants, Toddlers, and Twos.*

Both curriculums have updated versions of the foundation to keep pace with new research and evolving needs of early childhood education. The foundation provides an overview of everything teachers and caregivers need to know to build a high-quality program.

Both curriculums offer new Daily Resources for our program. The resources in *The Creative Curriculum for Preschool, 6th Edition,* consist of the following items:

- Teaching Guides – this tool provides plans for every minute of the day. The guides are hand-on studies that are relevant to children's daily lives.
- Intentional Teaching Cards – The cards help to adapt activities for each child.
- Mighty Minutes – These cards are used to turn "in-between" time into learning time.
- Books – A diverse collection of fiction and non-fiction children's books are available.
- Book Discussion Cards – These cards help to promote children's language and literacy learning, and social-emotional development, during read-aloud.

The Daily Resources for *The Creative Curriculum for Infants, Toddlers, and Twos* consist of the following:

- Intentional Teaching Cards – These cards guide playful and engaging experiences. They help every child get the most out of the experience at the appropriate developmental level.
- Mighty Minutes – These cards provide songs, chants, rhymes, games, and short activities with content specific to the routines and experiences that take place in childcare settings for infants, toddlers, and twos. The activities support social-emotional, literacy, language, math, science, social studies, or physical development.
- Books – Three sets of *Highlights Hello* are included. This is a publication that includes stories, poetry, and simple activities for very young children.
- Book Conversation Cards – This is a set of cards related to the classroom collection of *Highlights Hello*. The cards offer strategies for teachers and caregivers as they guide young children in their learning experiences. The cards are used during read-aloud and provide detailed information to help staff share the vocabulary, illustrations, and activities found within each section of *Hello*.
- *The Creative Curriculum* Learning Games – This is a series of award-winning, research-validated early activities for the classroom and the home. This tool can help

families understand how to use common materials in their homes and in their interactions with children as a starting point to engage children in fun and meaningful learning.

We are excited about the rich collection of resources that these updated curriculums will offer to our staff and families. Our staff will have access to updated research that will help us create a high-quality program for our enrollees.

We are also excited about the more intentional teaching experiences and the support for individualized instruction. Our studies will provide familiar and fascinating topics for our enrollees.

As parents, you can be proud that the *Creative Curriculum* recognizes the importance of partnership with families. Positive teacher/family relationships are characterized by mutual respect and exchange of ideas between the teacher and the family.

We encourage families to support their children's enthusiasm for and engagement in learning. Theory and decades of research underscore the importance of a strong partnership between each family and the early childhood program. Numerous studies document the academic benefits to children of a family/school/teacher partnership. Plain and simple, when families are involved, children do better.

We are proud to offer a curriculum that helps teachers interact with children in ways that promote development and learning, foster children's social competence, support children's learning through play, creates rich environments for learning, and forges a strong home/school connection. *The Creative Curriculum* gives educators the tools they need to help all the children in their classrooms succeed in school and life.

I AM MOVING; I AM LEARNING/LET'S MOVE! CHILD CARE PROGRAM

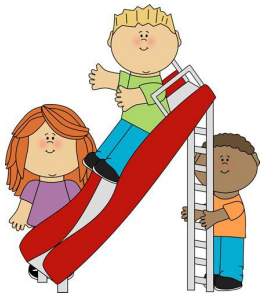
Early Childhood Goals

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
    - We have added the Let's Move! Child Care is an initiative of former First Lady Obama. This program promotes children's health by encouraging and supporting healthier physical activity and nutrition practices. The five goals of Let's Move! Child Care are in the following areas:

1. **Physical Activity** – Provide 1-2 hours of physical activity throughout the day, including outside play when possible.
2. **Screen Time** – No Screen time for children under two years. For children age 2 and older, strive to limit screen time to no more than 15 minutes per day during child care, and work with parents and caregivers to ensure children have no more than 1-2 hours of quality screen time per day (as recommended by the American Academy of Pediatrics).
3. **Food** – Serve fruits or vegetables at every meal; eat meals family-style whenever possible, and don't serve fried foods.
4. **Beverages** – Provide access to water during meals and throughout the day and don't serve sugar-sweetened drinks. For children age 2 and older, serve low-fat (1%) or non-fat milk, and no more than one 4-to-6-ounce serving of 100% juice per day.
5. **Infant Feeding** – For mothers who want to continue breastfeeding, provide their milk to their infants, and welcome them to breastfeed during the child care day. Support all new parents' decisions about infant feeding.

DEVELOPMENTAL SCREENING

Children's developmental stages vary; therefore, **action pact** 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 parent/guardian must give their written consent for their child to be screened. 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. For Head Start and Pre-K, the DIAL-4 is the screening tool that is used.

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/Early Head Start

Teaching Strategies Gold

Teaching Strategies Gold 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 classroom can plan a program that includes choice time, small- and large-group time, and studies that integrate learning across all content areas.

Teaching Strategies Gold has three summary checkpoints each year. The teachers will share this information with the parents after each checkpoint.

Teaching Strategies Gold Assessment System is directly correlated to the goals and objectives of the *Creative Curriculum*. *Teaching Strategies Gold* is a valid and reliable assessment tool.

THE LEARNING ENVIRONMENT

The learning environment at **action pact** Head Start centers is designed to encourage active learning experiences in which teachers provide 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.

Head Start

Learning Centers:	Learning Materials
• Housekeeping/Dramatic Play	• Dress-up clothes, puppets, mini-theater
• Music	• Musical instruments, tape recorders, records, tapes
• Book Area/Library	• Books, soft furniture
• Block Area	• Blocks, cars, people, figure
• Science/Discovery	• Magnets, magnifying glass, scales, funnels, scoops
• Computer	• Computer, software
• Manipulatives	• Puzzles, games, beads
• Art	• Paint, crayons, markers, clay, paper
	• Multicultural materials



Early Head Start

Learning Centers:	Learning Materials
• Imitating/Pretending	• Dress-up clothes, table, chairs, dolls
• Playing with Toys	• Puzzles, games, building toys
• Stories/Books	• Soft furniture, books, pillows
• Art	• Easel, paint, paper, markers, play-dough

• Sand/Water	• Sand table or bin, funnels, scoops, animals
• Music/Movement	• Instruments, tapes, CDs

FIELD TRIPS

Action pact Head Start does not sponsor field trips. Community helpers visit individual sites. Previously, firefighters, police officers, dental assistants, veterinarians, farmers, postal service workers, plumbers, yard workers, EMTs, hairdressers, and cooks have visited our centers. Some community helpers bring their vehicles and equipment to show the enrollees.

HOME VISITS and PARENT/TEACHER CONFERENCES

Before your child's first day in the classroom, the teachers will schedule a Home Visit or center visit. At this meeting, the parents will meet their child's teachers and complete the forms needed before their child begins school. This Home Visit is required before your child can start school. Parents have the right to refuse a home visit. If you would rather complete a center visit, you would need to complete the Refusal to Home Visit form that will be kept in your child's file.

We want you to be an active participant in your child's education. You can do this by allowing us to make the two required home visits and to attend the three Parent/Teacher Conferences held at the center.

At these meetings, we will share your child's accomplishments; the new goals that will be set; and how we can achieve these goals with your assistance. We want your input and how you can assist us. Parents are to work with the teacher and share their goals for their child for each assessment period.

We will be completing forms at these meetings that you and the teacher will complete together. So please participate in these important events.

Remember, you are to be an active participant in completing the Parent/Teacher Conference forms and the Home Visit forms.

ORIENTATION

Orientation will be held before the beginning of school. Center staff will share information about the program and review the Policies and Procedures you need to know so that you and your child will have the best school experience. You will also have a chance to visit your child's classroom and other parts of the building that your child will be in throughout the day.

LESSON PLANS

The Creative Curriculum kits include lesson plans for all Head Start classrooms. The lesson plans are based on 6 week studies. Early Head Start will use the online Teaching Strategies Gold website to complete lesson plans using weekly themes to develop the lesson

plans. Lesson plans are posted in each classroom. 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 top of the lesson plan that they review.

PARENT-CHILD HOME ACTIVITIES/PARENT INPUT INTO THE CURRICULUM

Parents/guardians have the opportunity to have input into the curriculum by filling out the "Parent-Child Activities Logs" form. These forms will be sent home at the beginning of each month. This form will inform parents of the upcoming themes/studies. If a 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. This gives the parent the opportunity to have input into the curriculum. 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.

Every child will receive the same Parent-Child Activity, but the parents will be encouraged to check the skills their child used while completing the activity. The parent and child can use any type of materials and create the activity in any way they would like. After completing the activity, the parent will return the completed project to the child's teacher, and it will be posted at the center.

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



PROGRESS REPORTS

Action pact Head Start/Early Head Start/Pre-K will inform parents of their child's progress at the end of each assessment period. Teachers will partner with the parents to complete the Family Conference form during the Parent/Teacher Conferences.

OUTCOMES

The Head Start Early Learning Outcomes Framework (HSELOF): Ages Birth to Five presents five broad areas of early learning, referred to as central domains. These domains reflect research-based expectations for development and learning. The HSELOF emphasizes the key skills, knowledge, and behaviors that programs must foster in children ages birth to 5 to help them be successful in school and life. The HSELOF is a guide for programs to plan and implement a focused, comprehensive learning program. The HSELOF:

- Is organized into elements that are comprehensive, inclusive of all children, manageable, and measurable
- Supports developmentally appropriate curriculum, high-quality learning

experiences, and opportunities for play and exploration

- Acknowledges the importance of caring, nurturing, and emotionally responsive interactions and relationships for children's learning and development
- Informs intentional teaching practices
- Acknowledges that each child is unique and can be a successful learner
- Identifies learning goals that are important for all children, including children with disabilities
- Acknowledges that children with disabilities may need more individualized or intensive instruction to develop and learn
- Recognizes that children's cultural backgrounds influence the process of their learning and development
- Recognizes that children who speak languages other than English at home bring their language as an asset and have the capacity to learn two or more languages well
- Encourages ongoing, intentional support of a child's home language as well as support for English acquisition

The HSELOF is not:

- Not a curriculum but guides the selection of research-based curriculum
- Not an assessment tool but guides the selection of valid, reliable, and useful assessments of children's progress
- Not a developmental checklist but describes skills, behaviors, and knowledge that indicate children are developing and learning



SCHOOL READINESS GOALS

The Head Start Approach to School Readiness means that children are ready for school; families are ready to support their children's learning, and schools are ready for children.
School readiness goals must address the five essential domains which include (1) Language and Literacy development; (2) Cognition, and General Knowledge; (3) Approaches to Learning; (4) Physical Development and Health; and (5) Social and Emotional Development.

We, as a program, must measure the progress of the individual child and the progress program wide. The aggregated data is analyzed to make sure the program is supporting growth and development across each of the domains. We also examine the patterns of progress by groups of children, which include age, program setting, and other categories.
School Readiness Goals are posted at each of our centers.

CLASS (Classroom Assessment Scoring System)

CLASS is an observational tool developed at the University of Virginia that focuses on teacher-student interactions within classrooms and is designed to increase teacher effectiveness. CLASS describes multiple dimensions of teaching that are linked to student achievement and social development.

There are different versions of the CLASS for different age levels. The three tools used with children in the early childhood years are Infant CLASS – for children birth to 18 months; Toddler CLASS – for children 15 to 36 months; and Pre-K CLASS – for children 3 – 5 years.

There is only one domain for Infant CLASS – Responsive Caregiving. There are two domains under Toddler CLASS – (1) Emotional and Behavioral Support, and (2) Engaged Support for Learning. The Pre-K CLASS measures three broad domains of classroom quality: (1) Emotional Support; (2) Classroom Organization; and (3) Instructional Support.

CHILD DISRUPTIVE BEHAVIOR/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. Head Start does not expel or suspend.

Minor Inappropriate Behavior

For minor instances of inappropriate behavior (which is any behavior issue not considered as severe), the following steps will be taken:

- The child will be removed from the activity in which he/she was demonstrating the Minor Inappropriate Behavior
- Redirection and the "Cool Down" policy will be followed
- Teachers should fill out the "Behavior Anecdotal Record" and place it in the child's file

Severe Disruptive Behavior for non-disabled children

Severe Disruptive Behavior is behavior that would:

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 staff from being able to teach
e. Disrupts the daily routine
f. Destroys property

Severe disruptive behavior is defined as:

- physical injury that causes a mark on its victim or emotional distress as evident in children by immediate crying
- child running to an exit door and pulling the handle, a child climbing on furniture and refusing to comply with verbal requests and the child responds with physical aggression without complying,
- child spitting in someone's face

Severe disruptive behavior will result with the following actions:

1. **The first time the severe behavior occurs**, the child will be removed from the activity with which he/she was demonstrating inappropriate behavior. He/she will be redirected, and the "Cool Down" policy will be followed. The child will be provided with a one-on-one teaching staff, the counselor will provide strategies, and a note will be sent home to the parents.
2. **The second time the severe behavior occurs**, the child will be removed from the activity, and the child will be brought to the Center Coordinator's office. The Center Coordinator will consult for approval with the Counselor, Head Start Director, Assistant Director, and/or Disability/MH Specialist to contact the guardian, explain the child's behavior, and request them to pick their child up. The Counselor will schedule a meeting with the parent to discuss the situation and offer more strategies to the staff and parent to help with the child's behavior before the child can return to school.
3. **The third time the severe behavior occurs**, the child will be removed from the activity and brought to the Center Coordinator's office. The Center Coordinator will contact the guardian, explain the child's behavior, and request them to pick their child up. Before the child can return to school, the Counselor will schedule a meeting with the parent that may include the Center Coordinator, teaching staff, Head Start Director, Assistant Head Start Director, Education Specialist, Disabilities/Mental Health Specialist, and Family Advocate. The purpose of this meeting will be to discuss the child's behaviors, review the steps taken to improve behavior, and possible modification of the child's scheduled school day. If the child's schedule is modified, this will be for 5 days without severe incident. Ongoing consultation will be provided until the child's behavior is manageable in the classroom with the goal for the child to return to school full-time without incident of severe disruptive behavior.

Head Start will offer every opportunity to help correct the child's behavior or assist with finding alternative services that will be able to meet the needs of the child. Action pact will not expel or terminate a child from the program due to the child's behavior.

CORPORAL PUNISHMENT WILL NOT BE ADMINISTERED TO HEAD START CHILDREN.

"COOL DOWN" POLICY

A form of discipline that is called **"Cool Down"** will be used by the **action pact** Head Start/Early Head Start program. The accepted use of **"Cool Down"** is as follows:

1. **"Cool Down"** will be used as a form of **Discipline**, meaning to **Teach,** not as **Punishment.**
2. **"Cool Down"** should be used after distraction and re-direction have not provided desired results.
3. The length of time in **"Cool Down"** should be age appropriate and usually 1 minute per year of age. Longer periods lose the capacity to teach and may have an opposite effect on the child.
4. The child may be directed to sit or stand next to the teacher or assistant as appropriate for the situation. The child should not be placed in an area where they are isolated from others. This is not to say that a child cannot be removed from the classroom or other

situation if their behavior is such that there is potential harm to themselves, other children, or staff. The child should never be left alone.

5. Adequate other measures should be attempted before using **"Cool Down"**. An acceptable process to use is **"1,2,3, Magic"** which allows the child an opportunity to self-correct their behavior and know the consequences if they do not.
6. Some type of visual aid should be used in the classroom to remind the class and individual children that **"Cool Down"** is a teaching tool used at Head Start.
7. Some type of time should be utilized to assist the teacher and the child in keeping track of the **"Cool Down"** time.
8. Most importantly, remember that **"Cool Down"** is a form of **Discipline** used to teach. **Teaching** assumes that **Learning** is taking place and is confirmed by a **Change in Behavior**. Only if the **Change in Behavior** has occurred can **Learning** be confirmed.

BITING POLICY

Biting is a common behavior problem for older infants and toddlers. Young children bite for many reasons:



1. They may not yet have the words to express their feelings
2. They often bite as part of exploring
3. They sometimes bite to gain attention; and
4. Children under two may bite because they are teething.

The disruptive behavior plan will be followed for children that are biting.

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 exhibiting the expected behavior, such as sitting at mealtime, consider the situation. Is he too

young? Is she not ready? Does he need help? Can the activity be broken down into smaller, more manageable pieces?

♦ Provide choices: Choices help children feel that they can exercise some control over what happens to them and increase the opportunity for them to make choices about snacks, toys, and play activities. It is also essential 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.

End of the Year Programs

End-of-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.

PARTIES

We do not have parties, and no one can bring in any outside food due to health and safety regulations. We do not ask our parents for any type of donations.

PRE-K



We have blended Pre-K classes in Coffee and Ware Counties. Events are scheduled throughout the year for these classes. Parents are encouraged to take their child to their assigned school's open house.

Pre-K must meet the Performance Standard Requirements.

Pre-K uses the Work Sampling and the Teaching Strategy Gold Assessment tools.

You will be notified of Pre-K's arrival and dismissal times. If children arrive after the scheduled arrival time, for whatever reason, they must go to the Center Coordinator or designee to be admitted to class.

Transition activities, such as viewing the videos *"Kindergarten, Here I Come"* and *"Ready, Set, Go!"* are provided.

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, other medical problems, or other approved situations of immediate family members. The activities will be brought to the home by the teacher and the teacher assistant. 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

WHAT IS A FAMILY ADVOCATE?

A Family Advocate is a valuable friend! Finds resources to meet needs; Ready to listen; Involved in your family's Head Start, Pre-K or Early Head Start experience; Engages your family in goal setting; Nurtures partnerships with families; Discusses and helps families discover their family's strengths. Each Head Start, Pre-K, and Early Head Start family is assigned a Family Advocate. You will meet them after your child's acceptance and before entering the program as they complete your enrollment package. After enrollment, they will be contacting you to set up a home visit. This gives the Family Advocate a chance to get to know your family better. They will sit down with you to discuss the goal-setting process and how it will benefit your family. It is your choice whether or not to set a goal, but each family will be encouraged to work on something meaningful to them. This is a unique part of our program, and it is beneficial when utilized. Your Family Advocate has an office at the center and has regular office hours. You may also see your Family Advocate in the classroom. Also, you will be receiving reminders of upcoming events and updates about your child's medical, dental, and immunization status. Get to know your Family Advocate throughout this school year -they can become a valuable FRIEND.

REPORTING CHILD ABUSE

Action pact Head Start/Early Head Start staff or volunteers are 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 about a report in accordance with state law. Staff and volunteers will follow the program's procedure for reporting suspected child abuse, neglect, Shaken Baby Syndrome, and/or Head Trauma, which is posted at every center.



Health Information

HEAD START/EARLY HEAD START 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 checks ensure that your child is healthy and developing typically. Infants and toddlers often require exams, and preschoolers typically need them annually.

Health Screenings and Exams

To promote healthy development, every child needs access to continuous healthcare. Part of a family's participation in the Head Start/Early Head Start program is to work with staff and health professionals to ensure your child receives a well-child health exam as outlined in the Georgia State EPSDT Health exam schedule and receive regular dental exams and follow-up treatment. Staff assist families in accessing services through help with Medicaid and PeachCare applications, appropriate referrals to health care providers, and linking families to transportation for medical appointments. Individual screenings, such as growth assessments and developmental assessments, will be conducted at each center. Additional screenings, such as hearing, vision, or blood pressure, may be conducted at each center as needed.

IMMUNIZATIONS

Parents are responsible for ensuring 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 or valid waiver 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.

MEDICATION POLICY

To administer any medication or medical procedure, **action pact** must have written, and signed documentation from the physician prescribing and naming the diagnosis that the medication is prescribed for and signed permission from the parent/guardian. Parents can pick up an Authorization for Medication Administration form from the Head Start/Early Head Start Center. Parents must check in all medication that is to be administered with the Center Coordinator or designee prior to the children starting school. A child will not be able to start school until we have the medication and all required paperwork. All medicines must be in their original container. Medication that can be administered before or after school hours will not be administered at school. If a child has an emergency medication such an epi-pen or inhaler, the child cannot attend school without the medication. If medication is to be given during school hours, explain to the pharmacist that the medication will be given during school hours, and the medication will need to be divided into two labeled prescription bottles.

Action pact requires a copy of original labels and information sheets on all medications.

HEAD LICE

Action pact Head Start will no longer observe the "No Live Lice" and "No Live Nits" policy as an effective means of keeping lice under control. Children will be allowed to stay in school for the day that has been found to have nits and/or lice. If a child is found to have live nits or lice during school hours, the parent will be notified at the end of the day during pick up of the child. The child may return to school after appropriate treatment has begun and he or she is free of lice. The

parent must sign a "Parental Acknowledgement of Lice Treatment" before the child can return to school.

ILLNESS POLICY



1. A child shall not attend Head Start/Early Head Start if he/she:

   A. Has a temperature of 101 degrees or above.
   B. Has a communicable disease.
   C. Has vomiting/diarrhea.
   D. Does not feel well enough to participate in usual daily activities.
   E. Persistent Cough
   F. Shortness of breath
   G. Difficulty breathing
   H. Respiratory symptoms
   I. At least two of the following symptoms: chills, repeated shaking with chills, muscle pain, headache, sore throat, or new loss of taste or smell.

2. A child may return to the Head Start/Early Head Start Center when:

   A. Fever has been absent for 24 hours.
   B. Nausea, vomiting, or diarrhea has subsided for 24 hours.
   C. The specific communicable disease has passed the contagious period.
   D. Adequate doses of penicillin (antibiotics) over 24 hours have been given for known strep infection.
   E. The child has been under a doctor's care, and the doctor has given written permission for the child to return to center.
   F. Local Health Department has given written permission for the child to return to the center.
   G. The child feels well enough to participate in activities at the center.
   H. If a child has symptoms A or E-I, they may not return to school unless we have a doctor's note releasing the child to return to school.

3. The sudden illness of the child:

   A. If a child becomes ill or has an adverse reaction to medication at the center, the Center Coordinator, Family Advocates, or whoever is in charge shall be responsible for notifying the parents.
   B. When transportation for medical services is required, program personnel are responsible for calling the local EMS to transport the child to the emergency room. If a child must be transported to the emergency room, the Center Coordinator, Family Advocates, or whoever is in charge will contact the parent and ask them to meet them at the emergency room.
   C. If unable to contact parents, center personnel will contact the person or persons specified by the parent or guardian as an emergency contact.
   D. A child or children shall be removed from the center if they display symptoms of a communicable disease or severe illness.

E. If a child does not seem well or has a slight fever below 101 degrees, the Center Coordinator or Family Advocates will inform the parent and find a quiet place for the child to rest until he/she goes home. An illness report should accompany the child describing symptoms (EHS 220)
F. A written report of observations, etc. will be given to the parent and a copy placed in the child's official file (form EHS 220).
G. All items used by the child will be washed in hot soapy water.
H. The above procedures shall apply to all staff.



MEDICAL EMERGENCIES

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 allow 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

Parents must 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 must be transported to the doctor's office or emergency room
  to pick up their child if he/she child is found to have live lice or live nits after the first day.
  (Children are not allowed to stay in school if found to have live lice).
  After the first day. Look at the lice policy
  A Parent's Guide to the "Nitty-Gritty" about Head Lice and a "Parental Acknowledgment of Lice Treatment" form will be given to the parent. The "Parental Acknowledgment of Lice Treatment" form must be signed before the child can return to the classroom.

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;
- alternatively, 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 receive a "Suspected Illness or Communicable Disease Exclusion Form" when a child is suspected of having a communicable disease.

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



Literacy Information

action pact's
Literacy Action Program

Action pact's Literacy Action Program has been operational for over 20 years. The program has several basic roles:

- Supporting parents in their role of being their child's first and most important teacher;
- Increasing families access to reading materials and promoting family literacy development; and
- Encouraging and assisting persons in obtaining their GED.
- Plan various family literacy activities.

Nutrition Information

FOOD

Action pact 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 the time of enrollment and documented on appropriate forms from the child's doctor or other professional providers. Adjustments to the regular menu will be provided to the extent that we can for these individual cases. No outside food and snacks are allowed unless special arrangements are made with the Nutrition Specialist and documented by a professional provider. 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, chips, chewing gum or drinks to the center.** Parents must provide a medical excuse signed by a physician or other professional provider 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. Outside food can't be brought into the center by a parent/guardian because of health and safety regulations.

Parent Engagement Information

PARENT VOLUNTEERS

Action pact Head Start encourages all parents to contribute to their child's participation in the program by volunteering as much as possible. During Parent Orientation, you will learn about the many ways to volunteer with the program. Ask your child's teacher how you can volunteer right away. Siblings are not allowed to come to the center when parents are volunteering.
The safety and well-being of our children are of upmost importance. Volunteers will need to complete the Volunteer Application packet and any required screenings. Documentation must be on file at **action pact** administrative office before entering the classroom as a volunteer. Also, Georgia law has declared volunteers working with children as "Mandated Reporters" of suspected child abuse and neglect. Before you begin volunteering, you will also be asked to view a short training video on child abuse and neglect indicators and reporting procedures.

CENTER COMMITTEE MEETINGS

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

WHY PARENT ENGAGEMENT?

PARENTS...

- Are their child's first teacher. They play a major role in shaping what and how a child learns and helps them be ready for school.
- 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.
- Moreover, families are the primary influences of their children's lives.
- Know their communities and those aspects of community life which affect their children.

PARENT ENGAGEMENT BENEFITS

Parent engagement 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
- Positive family outcomes that help in preparing their child for school

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

- Volunteers
- Observers
- Decision makers
- Leaders and Advocates

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 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 for the Policy Council

Parents participate as volunteers throughout the program:

- In centers
- In the classroom/home
- In all areas of the program
- Parents, as volunteers, help the Program meet its non-federal a dollar match of $.20 for each dollar funded by the federal government.

Male Engagement:

We encourage all fathers and father figures to be an active part of your child's educational experience. Statistics show:

- Children with involved fathers are 70% less likely to drop out of school
- Children with involved fathers are 40% less likely to repeat a grade
- Children with involved fathers are more likely to get A's
- Children with involved fathers are more likely to enjoy school and be involved in extracurricular activities

Fathers/Father figures may participate in the program in many ways. Take part in your Center's "Men Matter Groups" and enjoy activities with your child and share experiences with other dads. Participate in your child's home visits and parent/teacher conferences to learn how your child is doing in school. Special events for men are held throughout the year, such as Breakfast with Dads,

playground activities, reading to the classroom, gardening, family events, and more. We encourage dads to plan new activities and present them to the center for approval.

Fathers may take a leadership role by serving on our Policy Council, being a parent officer for your center's parent committee, serving on the Health and Mental Services Advisory Committee, and other committees.

Don't miss out on sharing in the fun your child will have this year!

PARENTING CURRICULUM

Research has shown that Head Start programs can positively impact parenting when they go beyond simply providing parenting information. Parents and children receive even greater benefits when programs offer parents experiences that model positive interactions and provide opportunities to practice with feedback. A parenting curriculum can provide parents with information and learning opportunities to practice skills with their child**.**

Action pact Head Start offers parents the Ready Rosie parenting curriculum. It is a research-based video library that offers parents 24/7 access to hundreds of short, fun, learning videos that model learning activities that can be done with their child at home, at the grocery store, on the playground, etc. There are also videos just for parents on topics like
Challenging behaviors, discipline, and family health and well-being to name a few. Please take advantage of this great parent resource when your child's teacher sends an invitation to sign-up for the program!



Log on to the Early Childhood Learning & Knowledge Center website at www.headstart.gov for parenting resource information as well as the action pact website www.myactionpact.org .

Transition Information

TRANSITION

Every effort will be made to provide parents and children with a smooth transition from Early Head Start to Head Start and from Head Start to Pre-K/kindergarten. Transition Specialist, Center Coordinators, Teachers, and Family Advocates will work with children and families in preparing the child to enter Head Start, Pre-K, or kindergarten. Also, if a teacher is aware that a child is leaving Head Start to enroll in another childcare 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 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 discuss the developmental progress and abilities of their children with their child's teacher. 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 informing parents of registration dates, documents needed for Head Start, Pre-K or kindergarten registration and any additional information that is needed by Head Start or your local school system.

A visit to a Head Start classroom will be scheduled before the end of the school for parents and children who will be leaving Early Head Start. Head Start enrollees will view the video, *"Kindergarten, Here I Come!"* Through this video, children can see what kindergarten is like long before going to a classroom. The video answers questions that children have about going to kindergarten. Other activities will include reading books on transition, role-playing, and distributing transition packets. Parents are encouraged to visit the Head Start classrooms with their child.

Before the visit to Head Start, 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 videos, "Kindergarten, Here I Come" and "Making the Move to Kindergarten".

Enrollees going to Pre-K will have books on transitioning to pre-school read to them. They will also receive transition packets at the end of school.

Transition forms are completed in April. These forms allow us to track your child after leaving Head Start. They also give us permission to transfer your child's records to your local school system. A parent questionnaire is completed to give our parents the chance to rate our transition process. Parents can view the "Ready, Set, Go" videos with their child.

Transition Packets will be distributed at the end of school. This packet will provide information that will assist in making the transition process for you and your child as smooth as possible.



Complaint & Incident Reporting Information

COMPLAINT/INCIDENT PROCEDURES

If an **action pact** Head Start parent/guardian has any complaints or incidents, the following steps should be taken:

1. If the complaint is concerning center staff, complete the form and contact the Center Coordinator to request a meeting.
2. If the complaint is concerning the Center Coordinator, complete the form and contact the Assistant Head Start Director at (912) 285-6307 to request a meeting.
3. If the complaint is concerning the center Family Advocate staff, complete the form and contact the Center Coordinator to request a meeting.
4. If the complaint is concerning another parent/child, complete the form and contact the Assistant Head Start Director at (912) 285-6307.
5. If the complaint is concerning a policy, complete the form and contact The Assistant Head Start Director at (912) 285-6307.
6. If the complaint is concerning administrative staff, complete the form and Contact the Head Start Director at (912) 285-6291 to request a meeting.
7. If the complaint is concerning the Head Start Director, complete the form and contact the Executive Director at (912) 285-6083.

After a complaint has been recorded 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 **action pact** 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 the alleged incident. The Complaint/Incident Reporting Form is located on the next page



COMPLAINT/INCIDENT
REPORTING FORM

Name of Person Reporting Incident/Complaint: _____

Title (Parent; Volunteer; Staff): _____

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.)

Location of Incident (Playground; hallway; classroom): _____

Site: _____

Explain briefly what happened: _____
_____
_____

Name(s) of staff present that witnessed the incident: _____
_____

Name(s) and contact number(s) of any other individual(s) (other than staff) present that witnessed the incident: _____
_____

Describe any injuries: _____
_____

Describe any treatment administered: _____
_____

When filing a complaint, this form must be completed and turned in to the Center Coordinator or Assistant Head Start Director immediately after witnessing the incident.

The Center Coordinator or Assistant Head Start Director will sign for receipt and give a copy back to the person reporting the incident.

Upon the receipt of your complaint, the Assistant Head Start Director will respond to you within 5 working days in writing or by phone to say that he/she has received the information. The Assistant Head Start Director should receive your complaint from the Center Coordinator within two working days. Should you not receive a written response or a phone call that the Assistant Head Start Director has received your complaint, please contact him/her at 285-6307.

_____ _____
Signature of Person Making Complaint **Date**

_____ _____
Signature of Center Coordinator or Assistant Head Start Director **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 conducting 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 contact you in the near future. Again, thank you for your cooperation in this matter.

_____
Assistant Head Start Director

_____
Date

(SAMPLE ONLY)

action pact
HEAD START PROGRAM VOLUNTEER/PROVIDER FORM

Name: _____ Phone: (H)_____ (O) _____
Address: _____
Emergency Contact: _____

BEFORE ENTERING A CLASSROOM ALL VOLUNTEERS/PRIVATE PROVIDERS MUST COMPLETE THE VOLUNTEER APPLICATION PROCESS AND TB SCREENING FORM. ALL VOLUNTEERS/PRIVATE PROVIDERS MUST ALSO HAVE A BACKGROUND CHECK, DRUG SCREEN, AND, IF APPLICABLE, FINGERPRINTING. ALL DOCUMENTATION OF THE ABOVE MUST BE ON FILE AT THE action pact ADMINISTRATIVE OFFICE.

VOLUNTEER WAIVER OF LIABILITY

I accept full and complete responsibility for my actions while working as a volunteer/provider for **action pact**. I absolve **action pact**, all Boards and all agency personnel of any liability incurred by client or myself due to my actions.

CONFIDENTIALITY AGREEMENT

As a volunteer/provider of **action pact** Head Start Program, you may be exposed to or have access to confidential information about enrollees and employees of the Agency. It is vitally important that information about **action pact** Head Start Program, enrollees and employees not be released to people or agencies outside of **action pact** 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.

CORPORAL PUNISHMENT

ACYF/ I-IS 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 **action pact** HEAD START PROGRAM.

Print Name:_____

Signature:_____ Date: _____

Staff Signature: _____ Date: _____

Community Service Numbers

action pact

Waycross Office: (912) 285-6083 Reidsville Office: (912) 557-6687

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 Information ……..……	1-800-448-0440
National Prevention Information ……..	1-800-458-5231

Alcohol/Drug Abuse

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

Crisis Hotline

Unison Behavioral Health …….....	1-800-342-8168
GA Crisis & Access Line …….....	1-800-715-4225

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

Suicide Prevention

Unison Behavioral Health …….....	1-800-342-8168
National Suicide Prevention Lifeline ……..	1-800-273-8255
For Spanish ……..	1-800-628-9454

Victims

National Hotline for Crime Victims……..… 1-855-484-2846



action pact

HEAD START PROGRAM
PARENT/GUARDIAN ACKNOWLEDGMENT
RECEIPT OF MATERIALS

I have received instructions on how to access a copy of the **action pact** Head Start Parent Handbook by going to the agency website at www.myactionpact.org . I also understand that a printed copy of the Parent Handbook is available at the center for my review.

I realize that I am responsible for reviewing the information set forth by the **action pact** Head Start Program. I have been informed and am aware of the information contained in these books/leaflets and any additional information on any topic that I require may be provided by the **action pact** Head Start Program.

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.

Safe Sleep Practices

A. Sleeping and Resting Equipment:
   1. Cribs – All cribs used by the program shall be safety approved and in compliance with the Consumer Product Safety Commission (CPSC) and American Society of Testing and Materials International (ASTM) safety standards. Each infant (any child under 12 months or under 18 months and not walking) will be provided with a crib.
   2. Cots and Mats – Each child over the age of 1 and walking will be provided with a cot or mat to sleep on.
   3. Pillows – Pillows will not be used by children under two years of age.
   4. Individual crib sheet will be changed daily or more often as needed. Cot/mat bedding will be marked for individual use or laundered weekly. If marked for individual use, the sheets/covers will be sent home weekly or more frequently if needed for laundering.
   5. Arrangement of sleeping and resting equipment – Access to exit doors shall not be obstructed by sleeping and resting equipment. Children shall not be placed in an area where they have access to hanging cords, window treatments, or any other hazardous objects. Caregivers are to have access to every child. Resting equipment shall be placed at required distances from each other to help prevent the transfer of airborne diseases.

B. Sleeping and Resting Environments:
   1. Centers shall provide a safe sleeping environment as specified by the American Academy of Pediatrics (AAP), Consumer Product Safety Commission (CPSC), and the American Society for Testing and Materials (ASTM) for infants.
   2. Infants will be placed on their backs in a crib to sleep unless a physician's written statement authorizing another sleep position for that infant is provided. The written statement must include how the infant shall be placed to sleep and a time frame that the instructions are to be followed.
   3. No objects will be attached in or on the crib with an infant. This includes but is not limited to toys, pillows, quilts, comforters, bumper pads, stuffed toys, sheepskins, or other soft items.
   4. No objects will be attached to a crib with a sleeping infant, such as, but not limited to, crib gyms, toys, mirrors, and mobiles.
   5. Swaddling will not be used unless it is authorized by a physician's written statement for a particular infant that includes instructions and a time frame for swaddling the infant.
   6. The infant's sleeping area will be maintained at a comfortable temperature range (65 to 85 degrees depending upon the season) and have adequate lighting so that staff can see each sleeping infant's face to view the color of their skin and to check on the infant's breathing.
   7. Wedges, other infant positioning devices and monitors will not be used unless the parent/guardian provides a written statement from a physician authorizing its use that includes how to use the device and a time frame for using the device for a particular infant.
   8. Infants shall not sleep in equipment other than safety-approved cribs, such as, but not limited to, a car safety seat, bouncy seat, highchair, or swing. Infants who arrive at the Center asleep of fall asleep in such equipment, on the floor or elsewhere, shall be transferred to a safety-approved crib.

