



(Applicable to Substitutes)

Montgomery Community
Action Agency, Inc.
HEAD START



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Parent Volunteer Handbook

2013-14



TABLE OF CONTENTS

Director’s Message	5
Philosophy and Mission	6
Grievance Procedure	7
Corporal Punishment	8
Child Abuse and Neglect	8
EDUCATION AND EARLY CHILDHOOD DEVELOPMENT SERVICES	
Measuring Children’s Outcome	10
Learning Environment	10
Inclement Weather	11
Daily Schedules	11
Dress Code	12
Parent Conferences	13
Home Visits	13
Transitional Activities	13
EARLY HEAD START	
Prenatal Program	15
Formula	16
Dress Code	18
HEALTH SERVICES	
Immunizations (Blue Slips)	19
Emergency Medical Procedures	19
Administering Medication Procedures	20
Emergency Medical Telephone Numbers	20
Child Abuse	20
NUTRITION SERVICES	
Special Dietary Needs	21
Birthday Celebrations	21
DISABILITY/MENTAL HEALTH SERVICES	
Special Needs Service	23
Mental Health	23
Signs of Abnormal Behavior	23
Mental Health Community Agencies	24
Special Education Rights Under The Individuals With Disabilities Education Act	24
FAMILY AND COMMUNITY PARTNERSHIP SERVICES	
Excessive Absenteeism	27
Family Partnership Agreement	27
Arrival and Pickup Procedures	27
Parent Committee Meetings	28
Parent Involvement	28
Volunteering	29
Volunteer Criteria	29
NON-FEDERAL SHARE (IN-KIND)	
Volunteer In-kind Acknowledgement	31
Substitute Acknowledgement	33
Parental Agreement	35

HEADSTART PHILOSOPHY AND PROGRAM MISSION

DIRECTOR'S MESSAGE

Dennis G. Johnson, Head Start Director

Welcome to the Head Start Family! We are happy and honored to have you choose Head Start for your child development services. Your children are very precious and they are our most valuable resources for creating a model community. We are delighted to join with you to achieve this goal.

As a parent in the Head Start program, you make a significant contribution to the success of Head Start. You bring a variety of skills to the Head Start program; and, you are the single most important resource for the development of your children because you are their "first and primary teacher."

You have a variety of responsibilities in contributing to the design of policy and the delivery of Head Start services. It is important that you fully understand the nature of those responsibilities on Parent Committees, the Policy Council, or the Governing Body. Parents must be involved in the Community Assessment process, the Annual Self Assessment, personnel decisions, approving or disapproving all funding applications, and in all aspects of the Head Start program.

We hope that you choose to become an active member of one of these committees or policy groups so that you can be more involved in the decisions which affect your children. However, the most important contribution is to be active in the development of your child.

Again, thank you for choosing Head Start and welcome to the Head Start Family.

HEADSTART PHILOSOPHY AND PROGRAM MISSION

PURPOSE

This handbook is designed to acquaint parents with:

- a.) The goals, objectives and philosophy of Head Start; b.) Parents' rights and responsibilities within Head Start;
- c.) Information about our services to parents, children and the community; and d.) Volunteer criteria and ways to get involved.

WHAT IS HEAD START?

Project Head Start is a federally funded comprehensive child development program that serves 6 weeks through four year old children from low-income families. Ten percent of the children enrolled may be from families whose income exceeds federal poverty guidelines. Ten percent of the enrolled children must have some kind of disabling condition. These enrollees are provided the opportunity to learn in a normal environment.

Our staff and administration also share a strong commitment to delivering quality early childhood education wherein children are producers, and wherein Head Start Programs operate under annual grants from the Department of Health and Human Services and Administration for Children, Youth and Families. Program staff plan Head Start activities and services, with the assistance of parents and advisory committees. They also work with other community agencies to ensure that children and families receive needed services.

The MCAC Head Start Program serves 1,323 children in Community Based Child Development Centers throughout Montgomery County for a minimum of 160 days. Our Early Head Start Program serves 32 children and eight pregnant women/teens year round.

PHILOSOPHY

Head Start staff and parents share a strong commitment to establishing a "partnership network", where home and school work closely together to facilitate the child's developmental process, while serving as supporters to each other.

Head Start children learn within the context of goals based on developmental needs, and classroom environments are structured to enhance their growth toward a greater degree of social competence (every day successes).

The success of Head Start depends largely upon active parent participation in the program, which extends to the home environment. You, as parents, are urged to become actively involved in Head Start! Your Head Start center is open to you during all program hours.

ATTEND MEETINGS, ASK QUESTIONS, and BECOME A VOLUNTEER!

MONTGOMERY COMMUNITY ACTION COMMITTEE HEAD START PROGRAM

The Head Start program is committed to providing high quality comprehensive services to children and families in the areas of education, health, nutrition, mental health, parent involvement, social and special needs services.

MISSION STATEMENT

Children and adults are empowered to strengthen the family structure,
build self-esteem, and become self-sufficient.

We encourage positive intervention in the development of children and families
and offer an increased sense of dignity for the entire community.

In pursuing this mission, we adhere to the highest level of moral, ethical and professional standards.

We build stronger communities through our children, families, and staff.

Montgomery Community Action Committee, Inc.

PEOPLE HELPING PEOPLE

GRIEVANCE PROCEDURE FOR PARENTS & COMMUNITY

A “grievance” is a program related dispute or a parent-expressed feeling of dissatisfaction with aspects of his/her relationship with the program policies, procedures, and/or working with staff.

PARENTS’ RIGHT TO FILE A GRIEVANCE 1304.50-51

- A. Parents and the community have the right to express their grievances without fear of restraint, interference, coercion, discrimination, reprisal, or retaliatory action. This principle also applies to any parent taking part in the presentation of a grievance either as a witness or as a parent representative.
- B. It is the responsibility of the Team Leader and Center Team to gather all information and hear promptly and courteously all grievances registered in good faith by parents, and the community. They will try to clarify misunderstandings, and make reasonable adjustments to any complaints, that arise in the day to day operation. Normally, most problems can be settled through verbal communications to the Team Leader or Head Teacher. Whenever possible, all problems will be settled at the lowest level.
- C. The Team Leader will follow the Plan of Action Procedure to inform affected Components and the Director about the details of the grievance and recommended/coordinated solution.

PROCEDURE TO FOLLOW IN FILING A GRIEVANCE

- A. The parent shall present his/her grievance in writing within (5) days after the occurrence to the Team Leader assigned to the center where the parent’s child is enrolled. The Team Leader and Center Team have the Authority to change the condition about which the grievance is filed.
- B. Within (5) working days, the Team Leader will provide the aggrieved parent with a written decision, which explains the Team’s position, and informs the parent of the next step in the grievance process.
- C. If the parent is not satisfied with the team’s decision, he/she may, within (5) working days after receipt of the decision, request the Head Start Director to review the Center Team’s decision.
- D. If the parent is not satisfied with the decision of the Head Start Director, a hearing before the policy council may be requested at their next scheduled meeting. A decision made by the Policy Council is final. The Parent may appeal the grievance to the Executive Director and Full Board of Directors.,
- E. Community will follow the same procedures above. (A-D)
 - 1. An appeal to the Executive Director and Board will follow the Agency grievance procedure as outlined in the Personnel Policies and Procedures Manual.

HEADSTART PHILOSOPHY AND PROGRAM MISSION

CORPORAL PUNISHMENT

The use of corporal punishment and/or total isolation of a child is strictly prohibited in Head Start. Corporal punishment is defined as the use of physical force as a form of discipline. This includes spanking, slapping, pinching, jerking, pulling hair, etc. Isolation refers to separating the child from normal association with classroom activities. Isolation in which the child is left totally unattended is unacceptable. Using the deprivation of meals is also forbidden. The use of verbal abuse is not allowed in Head Start. This includes yelling, embarrassing or talking down to a child in any way. This is a form of emotional abuse and will not be tolerated.

IMPORTANT

At no time will a parent or any other person ever hit, slap, jerk, shake or yell at a child on Head Start property. All adults must follow the corporal punishment rules and the child abuse law. If any Head Start personnel observes any abuse, he or she will report it to the child abuse investigator immediately.

CHILD ABUSE AND NEGLECT

According to Public Law 93-247, which is the Child Abuse and Neglect Prevention and Treatment Act, it is the responsibility, by law, of the Head Start personnel to report any suspected child abuse and/or neglect to the Department of Human Resources, in accordance with State Law and Head Start Performance Standards. Head Start will maintain the confidentiality of records concerning child abuse and neglect.

Training will be provided during the year to all Head Start parents in the prevention of child abuse and neglect.

Together Everyone Achieves More

The team approach is utilized in the Head Start program. The parents and staff are a part of the team. Every center is a team with the assigned monitor designated as the Team Leader. Team Management is essential in implementing the goals of the program. Parent volunteers are always invited to submit suggestions for having a "Quality" Head Start center. Parents as part of the team are asked to do training, develop materials, and share experiences with other parents as a resource. Involving parents, staff and children will make a difference.

Please help us keep your child and other children healthy and safe!

EDUCATION AND EARLY CHILDHOOD DEVELOPMENT SERVICES

EDUCATION AND EARLY CHILDHOOD DEVELOPMENT (1304.21)

Linda Hampton, Interim Education Manager

The Education service area works closely with other program service areas to insure the needs of the whole child are met. One of the most important determinants of program excellence is the presence of parents in the education of their children. The Education component strives to provide a comprehensive, culturally sensitive early childhood program of high quality for low income children and their families. A quality early care and education is comprised of many key components. However, key to its success is the school readiness of the children served, qualified staff equipped to meet the needs of children; and parents engaged at every level of the program. Children's needs are assessed, and data gathered and used to plan and implement age appropriate experiences to meet those needs. New development in brain research and what children are able to do during the formative years has led to improvements in how and what we teach young children. Head Start/Early Head Start offers a developmentally and linguistically appropriate environment that is accepting and supportive. Parents play a major role in our program offerings and are involved at every level.

SCHOOL READINESS AND HEAD START (1307.2 & 1307.3)

Head Start defines school readiness as children possessing skills, knowledge, and attitudes necessary for success in school and for later learning in life. Head Start's approach to school readiness centers around the five domains of physical development and health, social and emotional development, approaches to learning, language development, and cognitive development. These domains represent the overarching areas of development and learning essential for school and life long success. The goals listed below are inclusive of all children ages birth to five, English Language Learners, and children with disabilities. They are the foundation for all activities in Head Start and Early Head Start.

School Readiness goals for 2014-2015 school year:

- **Physical Development and Health-** refers to physical well being, use of the body, muscle control, nutrition, exercise, hygiene, and safety practices.
Goal: Children will maintain healthy and age appropriate physical well-being.
- **Social and Emotional Development-** refers to skills necessary to foster secure attachments with adults, maintain healthy relationships, regulate behavior and emotions, and develop healthy self-concepts.
Goal: Children will demonstrate positive relationships with peers and adults.
- **Approaches to Learning-** refers to observable behaviors that indicate the way children become engaged in social interactions and learning experiences. The ability to stay focused, interested, and engaged in activities.
Goal: Children will demonstrate interests in varied topics that promote a desire for learning, creativity, and independence.
- **Language and Literacy-** refers to emerging abilities in receptive and expressive language; knowledge and skills that lay the foundation for reading and writing, such as basic concepts about books and other printed materials, alphabets, and letter-sound relationships. The domain of English Language Development refers to the development of receptive and expressive English for children whose home language is other than English. This domain is incorporated into Language and Literacy.
Goal: Children will develop expressive and receptive language including skills for reading, writing, and other early literacy experiences.
- **Cognition and General Knowledge-** refers to logic and reasoning, science, mathematics, and social studies knowledge and skills.
Goal: Children will draw on knowledge and experiences to recognize, understand, analyze, and seek solutions to problems.

EDUCATION AND EARLY CHILDHOOD DEVELOPMENT SERVICES

MEASURING CHILDREN'S GROWTH AND DEVELOPMENT

MCAC Head Start/Early Head Start utilizes several frameworks to guide its school readiness process and to engage parents in the education of their children. The *Head Start Child Development and Early Learning Framework* includes the five domains as well as others intended to address the needs of the whole child. *Early Head Start's Framework* emphasizes relationships; and the *Family and Community Engagement Framework* emphasizes outcomes and goals for parents. The *Creative Curriculum for Preschool* and the *Creative Curriculum for Infants and Toddlers* are research-based tools which define the vital role of the teacher in connecting content, teaching, and learning for young children.

MCAC uses the *Learning Assessment Profile (LAP-3)*, (*E-LAP*), and the *Teaching Strategies Gold* assessment to assess children's development, and plan appropriate activities based on assessment outcomes. The above tools are aligned with the Head Start Framework, *Alabama's Early Learning Guidelines* and the *Office of School Readiness Standards for Preschoolers*.

Outcome data are gathered at least three times annually to track the growth and development of each child. In addition to formal assessments, observations by teachers and parents are consistently maintained, as well as analyzed to determine accomplishments and progress in reaching our school readiness goals. Parents will be asked to assist the teaching staff in implementing activities shared during the assessment process and on home activity sheets.

WHAT CHILDREN LEARN FROM THE ENVIRONMENT (1304.21(a)(b)(c))

Children learn from whatever environment they are in. The classroom and outdoor areas are important to our early childhood curriculum. We plan these areas very carefully to enhance children's learning.

- We create distinct interest areas- blocks, housekeeping, science, music, art, library, and table toys in order to provide children with clear choices.
- We select a variety of learning materials for each area in keeping with curriculum goals, so regardless of the choices children make, they are learning.
- We try to keep shelves neat, labeled, and uncluttered so children can make appropriate choices and participate in keeping the area orderly.
- Materials are grouped to teach children sorting, classification, and other skills that develop early math, reading, and higher order thinking skills.

OTHER SITES WITHIN MCAC HEAD START

MCAC First Class Alabama's Voluntary Pre-K Program serves some of MCAC's four-year-olds at one of the Head Start sites. This program provides full day, 5 days per week, and 180 days per year. Parents must participate in a total of 12 hours of parent participation during the program year. Parents must attend at least 6 parent enrichment workshops and volunteer for at least 6 hours in the classroom (ex. helping in the classrooms, reading to children or attending special programs).

MCAC and Montgomery Public Schools entered into an agreement with the purpose being to enable both parties to maximize their potential by sharing and coordinating local and federal resources. This agreement falls within the Head Start Transition and Alignment with K-12 Education. SEC. 642A. Parents are encouraged to volunteer in the Head Start classroom at least 5 hours a week. There are In-kind forms to document your donation of time, services and goals, as well as money. Parents must adhere to the MPS school's time of signing-in and signing-out. Parents

EDUCATION AND EARLY CHILDHOOD DEVELOPMENT SERVICES

must sign children in by 7:30 a.m. and sign them out by 3:00 p.m. Every child must be signed into the classroom by an authorized adult. Uniforms are mandatory for MPS children and we are encouraging our children to wear the school's uniforms.

SPECIAL ACTIVITIES 1304.21(a)(2)(i)

Special Activities are a part of our weekly lesson plans, Home/Center Bulletin, Parent/Child Home Activity and In-Kind Donation Form. Parents are asked to help implement our lesson plans through cooking experiences, stories, art activities, games, cultural activities, and in-house field trips. Parents are asked to volunteer a minimum of 5 hours per week in their child's classroom. Parents are required to work on assigned learning activities with their child at least 5 hours per week to assist in implementing the educational curriculum. This Home Activity must be certified in writing by each parent weekly and returned to the child's teacher the following Monday. (If the month ends mid-week, submit it on the 1st day of the month.)

EARLY CLOSING/INCLEMENT WEATHER

Parents will be notified at least one week in advance, when we find it necessary to close school for staff training or other reasons. 1304.22(a)(4)

In case of bad weather, radio and TV stations will make the announcement in the same manner as the public school system. Emergency lighting is available in case of a power failure. Monthly fire and tornado drills are conducted at your child's center for safety purposes. If a tornado warning is in effect, children **will not** be released. Please pick the child up after the warning has been lifted.

KEEPING YOU INFORMED 1304.22(a)(3)

We want you to know what your child will be doing at the center everyday. You will find the schedule of each activity posted in each classroom. We will send notes home every month to give you ideas and activities planned for that month, and other information of interest. You will also receive other notes and telephone calls when necessary. Please read these notices and respond as needed.

WHAT CHILDREN LEARN FROM THE DAILY SCHEDULE

Children must arrive at the Center daily by 9:00 a.m. unless prior notice has been provided. This provides opportunities to develop responsibility for attending school, as well as promoting the concept of time in young children. This concept is so important on many fronts. We ask that children get sufficient rest at night, arrive at school on time, and ready to learn. Head Teachers and classroom teachers must be informed if you plan to be late or absent.

Children at the Montgomery Public School sites are to arrive at 7:30 a.m. and be picked up by 3:00 p.m.

EDUCATION AND EARLY CHILDHOOD DEVELOPMENT SERVICES

TYPICAL HEAD START/EARLY HEAD START SCHEDULE

(Some variations occur across classrooms during the afternoon)

7:30 - 8:30	ARRIVAL: Children participate in quiet activities such as clay, puzzles, storytime and/or table toys. Health checks are done by teachers.
8:30 - 9:00	CLEAN-UP/HANDWASHING/STORY TIME: Children clean-up their quiet activities and prepare for breakfast. They listen to a story until breakfast is ready.
9:00 - 9:30	BREAKFAST: Children and classroom staff participate in family style dining.
9:30 - 9:45	TOOTHBRUSHING/CLEAN-UP: Clean up happens after breakfast and then the teachers and children brush their teeth.
9:45 - 10:00	MEETING TIME (Large Group): Teachers bring the children together for songs, descriptions of daily activities, planning work time, and sharing.
10:00 - 11:00	CENTERS, SMALL GROUP, INDIVIDUAL ACTIVITIES & SPECIAL ACTIVITIES: Children choose activities in all interest areas. Teachers divide children into small groups and direct activities that engage the monthly theme and individualization. Cleaning up is also part of this activity. Special activities may include cooking and in-house field trips.
11:00 - 11:50	OUTDOOR PLAY/MUSIC & MOVEMENT Children select a variety of activities in areas outside. Indoor activity during inclement weather includes music and movement or large muscle activity.
11:50 - 12:00	PREPARATION FOR LUNCH: Children wash their hands and help set tables.
12:00 - 12:45	LUNCH: Children and classroom staff participate in family style dining.
12:45 - 1:00	STORY TIME: Teachers read to children in one or two groups.
1:00 - 2:00	REST TIME: Soft Music is played to help the children relax and fall asleep. (Age appropriate or instrumental music)
2:00 - 2:30	SNACK/CLEAN-UP: Children eat snacks, clean up, and use the restroom, if needed.
2:30 - 2:45	CIRCLE TIME: Teachers bring children together to discuss the day and reflect on what they learned. (a time for reflection on the day)
2:45 - 3:30	TABLE TOYS/DEPARTURE: Children play quietly as they wait for pick-up.

No children will be accepted after 9:00 a.m. unless prior arrangements have been made with Head Teachers and classroom teachers.

Children within MPS sites are to arrive at 7:30 a.m. and to be picked up by 3:00 p.m.

DRESSING YOUR CHILD FOR CENTER ACTIVITIES

1304.21 (3) (I) (a) (b) (c)

Your child should wear comfortable clothing suitable for indoor and outdoor play. They are encouraged to help themselves as much as possible. Therefore, clothing should be easy to get off and on. Clothing worn to school will get dirty as children participate in the activities of the day and should be easily washable.

Each child should have a change of clothing (underwear, shirt, pants, and socks) at the center to be used for emergencies. All clothing should be marked with the child's name.

EDUCATION AND EARLY CHILDHOOD DEVELOPMENT SERVICES

THE FOLLOWING CLOTHING AND ACCESSORIES ARE PROHIBITED DURING THE SCHOOL DAY:

- SANDALS OR OPEN TOE SHOES
- BEADS OR ANY OTHER BARRETTE/HAIR ACCESSORY THAT MAY BE A CHOKING HAZARD
- JEWELRY (EARRINGS, NECKLACES, BRACELETS, ETC.) THAT MAY BE A CHOKING HAZARD
- CLOTHING WITH BEADS OR ANY DECORATIONS THAT MAY BE A CHOKING HAZARD

IF ANY OF THESE ITEMS ARE WORN, YOU WILL BE NOTIFIED UPON ARRIVAL. YOU MUST REMOVE THESE ITEMS FROM YOUR CHILD BEFORE HE OR SHE MAY BE PERMITTED INTO THE CLASSROOM. PLEASE HELP US PROVIDE A SAFE ENVIRONMENT FOR ALL CHILDREN.

PARENT CONFERENCES 1304.21(a)(2)(iii)

Teaching staff are required to have two parent conferences. This is a great opportunity for parents to discuss their child's progress and other concerns.

• HOME VISITS

Teaching staff are required to make two scheduled home visits annually. Teaching staff will discuss results of each child's assessment and development and leave an at-home activity designed to reinforce concepts taught in the classroom.

• TRANSITION (1308.21)

Transition involves children moving from one program to another, i.e. Early Head Start to Head Start, or Head Start to Kindergarten. Head Start strives to make transitions as smooth and seamless as possible. Parents are vital to this process and are encouraged to participate in all transition activities. Staff will provide information and resources to help parents and children adjust to the new environment. End of the year closing exercises are designated at each center to allow children to share readiness skills and activities they have learned or participated in during their enrollment in Head Start. Children entering kindergarten will be provided at-home activities and information regarding the school they plan to attend. Staff and parents should work together throughout the year to insure transitions are smooth.



EARLY HEAD START

EARLY HEAD START

Ms. Cheryl J. Sledge, Manager

Early Head Start (EHS) is a federally funded community-based program for low-income families, infants and toddlers and pregnant women. Our goal is to:

- Promote healthy prenatal outcomes for pregnant women
- Enhance the development of very young children and
- Promote healthy family functioning.

Montgomery Community Action Agency's Early Head Start provides responsive care to 96 infants and toddlers at the RSA Composite Site. Additionally, sixteen expectant teens/women and their families are served through our comprehensive Prenatal Program.

The principle of Continuity of Care is practiced to mirror the early Parent-Child bond. It is the high-quality practice of having teachers and children stay together for as long as possible and mutually beneficial. EHS promotes the bonding between infants and their parents and values establishing meaningful relationships between staff and parents and caregivers and children in their care. These relationships are the basis for learning. Learning occurs simultaneously with emotional attachment; it is beneficial for young children to have stable caregivers throughout their early years.

Prenatal Program

A healthy pregnancy has a direct influence on the health and development of a newborn child. Early Head Start strives to have the greatest impact on participating children by offering supportive services as early in life as possible. The prenatal period of growth and development has a lasting impact on the child's potential for healthy growth and development after birth. Early Head Start programs provide services to pregnant women and their families and through the child's first three years of life. Early, continuous supports and services provide the best opportunity for healthy pregnancies, positive childbirth outcomes, supportive postpartum care for the parents and child, fully involving fathers in the lives of their very young children, and nurturing and responsive care during infancy.

It is expected that pregnant women and their families who participate in our Prenatal Program will enroll their child in EHS following birth. In accordance with the Head Start Program Performance Standards program participants are provided prenatal education on fetal development, including the risks from smoking and alcohol consumption, labor and delivery, postpartum recovery, including information on maternal depression and the benefits of breastfeeding.

Home visitors have a central role in both the planning and implementing of the socialization experience. Socialization and parent activities provide opportunities for families to network as well as receive support with and education on child development strategies and health and safety issues. Planning socializations is one important aspect of parent involvement, and how parents participate is another.

Accreditation

The RSA Composite Site and Early Head Start program is accredited by the National Association for the Education of Young Children. The rigorous accreditation process helps ensure that we provide high-quality early childhood care and education. For more than 25 years, NAEYC accreditation has been the gold standard incorporating evidence-based standards that are the country's most reliable, most validated and most regularly updated.

EARLY HEAD START

School Readiness for Infants and Toddlers

We are committed to having children possess the skills, knowledge and attitudes necessary for success in school and for later learning in life. School Readiness begins at Early Head Start! In collaboration with the Education Service Area we make certain that every individual child's needs are met. A holistic approach building partnerships between parents/guardians, our community members, and staff help prepare children and families for school. The curriculum for the infants and toddlers involves everything that happens to the child throughout the day.

Responsive Caregiving is the key component to setting up a safe and secure environment. Everything that a child experiences is a learning opportunity. For example, meal times, diaper changes and hygienic routines are perfect opportunities for learning experiences by: encouraging language, singing, gentle touches, letting the child know that they are valued and incorporating movements. Throughout the day, teachers will take advantage of these experiences making them meaningful and positive. Teachers will also plan and organize their environment to provide experiences which enhance social and emotional development, language and literacy skills, approaches to learning, cognitive development and physical development/health.

Young children need a safe environment full of opportunities to explore and have fun. As a safety precaution beads, barrettes, earrings and jewelry are not to be worn by children. Any items that are a potential hazard will be prohibited in the center at all times. The well-being of children is a primary concern. Please remove these items before arriving.

Health

Children with infectious and/or communicable diseases, without a current Immunization Record, as well as children who are not well enough to participate fully will be excluded temporarily from the Center. All medications including topical solutions must be approved by the Health Area Manager before they can be administered in the Center.

We understand the inconvenience these unexpected situations cause. Please identify people who will be available to assist you. Supervising children who need to be separated from the group can cause serious safety concerns. If a child becomes ill at school or must be excluded from the Center for any reason we expect you to pick your child up promptly. When children are ill a doctor's note may be required before they are allowed to return. Please see the Health Service Section for more information regarding health related matters.

Nutrition

Our participation in the Child and Adult Care Food and Nutrition Program requires us to provide all of your child's food including an iron-fortified formula. Formula is the only food that parents may opt to provide. Parents may provide the ready-to-feed formula of their choice in bottles or pitchers for infants (0-12 months). Infants are fed on demand and according to the USDAs Food and Nutrition Service and DHRs Minimum Standards for Daycare and Nighttime Centers Rules and Regulations, Reprinted 2009.

Formula brought to the Center *must be prepared by parents as directed by the manufacturer or in compliance with a physicians order.* Infants must be fed formula until they are 12 months old unless documentation from a doctor is provided stating otherwise. Mothers are encouraged to provide breast milk to their child. You are welcome to nurse your child at the Center. All breast milk must be dated and have your child's name on it.

EARLY HEAD START

We will provide an iron-fortified formula for all children enrolled in EHS. Many parents have a preference about the formula they serve to their child(ren). You may bring formula for your child. However, *if the formula or breast milk you prefer is not available at the Center for any reason the infant will be fed an iron-fortified formula* if we are unable to get in touch with you and your child is hungry.

Milk is served to children 1 year old unless documentation confirms that a substitute is required. If your infant or toddler should have a food allergy or a food/milk intolerance, please notify your child's teacher immediately and a doctor's statement **must** be provided confirming **exactly** what foods cannot be given to your child. *If a doctor's statement is not provided, we must give the child all of the food we are serving for that meal.* When a child has a documented allergy or intolerance an appropriate food substitute will be provided.

Transitioning Into Early Head Start

Adjusting to a new environment can be a difficult process for both the children and parents. Young children are often distressed when they are separated from their parents. Typical reactions associated with separation anxiety are crying and clinging. When a toddler becomes more verbal, separation anxiety may include words of protest. New people and new routines can be scary.

Every child is unique and they all respond to separations and stressors differently. Parents should be aware that children take their cues from them. When a parent responds positively to dropping their child off the child will sense this. Please talk to your child about what will happen, establish a friendly relationship with our staff and establish a routine. Make your departure definite and do not sneak away from your child. Children become comfortable with routines. Routines help make life predictable. When a child sees their parent departing positively and they realize that you will return separations become easier and trust is built between the parent and child.

Children usually regain their composure and get into their daily routine shortly after being left. Sometimes children who have had easy drop-offs for the first week or two may suddenly start to become upset when their parent leaves them. This is a typical reaction. Initially some children are entertained by other children and the stimulating environment but then grow to miss their loved ones. Providing continuity of care will be helpful to your child. Having a consistent caregiver and group of friends for a long period of time tends to ease the impact of transitions.

When children bite it can be frustrating and stressful for children, parents and Caregivers. Children bite for different reasons including teething, impulsiveness, over stimulation, frustration and wanting attention. Infants and toddlers are lacking the language and social skills necessary to express all their needs, desires and problems. We will make every effort to prevent biting incidents.

Parent Information

Information and Parent Training/Workshops will be provided on child development and other topics. A regular system of 2-way communication with parents is essential to our mutual success. Children will have a "mailbox" and a place to store belongings. Parent information, outdoor clothing and other personal items will be kept there. Please check them daily.

Disposable diapers and wipes will be provided for all children. Your child will be changed at regular intervals throughout the day and as needed. Store-bought wipes as well as plain water and disposable products are used when changing children.

EARLY HEAD START

Active and sometimes messy play is going to be a part of your child's day. It is recommended that children wear comfortable, washable play clothes. Parents are asked to bring a complete change of **labeled** clothing to be left at school. *If clothing items are not labeled, it makes it extremely difficult to remember who items of clothing belong to.* It is also a good idea to keep a light sweater or sweatshirt in your child's cubby. For older infants who are walking closed-toe shoes must be worn when at the Center. If your child uses a pacifier, parents are asked to provide a labeled one.

Two towels or small blankets for nap time provide comfort to children sleeping on cots. They will be sent home at least once per week for laundering. Please return them to the Center for your child's use. We have insufficient space to store car seats, diaper bags, personal toys/items and other large items. We cannot be responsible for loss or theft. These items often look similar to others or are the same and can be easily mistaken. They have been found to contain medication, food, sharp objects, chemicals and other prohibited items. To ensure a safe environment we ask that you make arrangements to make certain car seats, diaper bags and other personal items are not left here.

An authorization form must be signed in advance for children to be picked up by Day Care centers.

Parental Involvement

Essential information must be exchanged at drop-off/pick up times. Please refrain from using your cell phone during drop-off/pick up times. Sharing information is important to help meet your child's needs.

We expect visits from parents and look forward to you volunteering in the Center. If you find that your visits upset your child there are many activities outside the classroom that you may enjoy. Parent Conferences and Home Visits are scheduled two times a year and may also be held at any time Parents, Teachers or Administrators find it necessary. They are a good opportunity to discuss your child's development and your goals for your child. Please participate.

In caring for children some concerns will arise. We recognize that parenting is often one of the most difficult and rewarding experiences in your life. We want you to share our thoughts, hopes, and dreams for your child. We, as a staff, may make mistakes and occasionally policies/procedures are misunderstood. We want you to talk to us and share your concerns. As a staff it is our goal to offer your family the best in child development services. In order to meet our goal we need your input, your suggestions and your perspective.

Talk to the teachers directly whenever possible and if you prefer you may talk to the Early Head Start Manager at any time. If you have a concern it will be dealt with in a straightforward appropriate way to ensure when necessary corrections and improvements in performance, policies and procedures are made. Be assured that teachers will not hold a grudge against you or your child. We would not hire nor retain staff members who would react in such an inappropriate manner.

After expressing a concern, staff members will be more conscientious about your issues and try to improve. We cannot always make changes requested due to restrictions and requirements, but we ALWAYS want to hear your suggestions. We promise to consider them seriously and respond to you in a timely manner.

We appreciate you entrusting the care of your child to us.

HEALTH SERVICES

HEALTH

Linda O. Thomas, Health Service Manager

The Health Service Area is managed by the Health Service Manager, along with the direct assistance of Nutrition & Disability Coordinators, Team Leaders, Family Advocates and Head Start staff. There is also continuous collaboration with the other portions of the Early Childhood Development and Health Services Team, Family and Community partnership Team, Community Health Agencies, Health Services Advisory Committee, and a Medical Consultant. Our goal is to ensure that every pregnant woman, infant, child, and family either through Medicaid (EPSDT), Private Insurance, some other community resource, or Head Start receives the following: Appropriate Health and Safety needs, Immunization, Physical and Dental Screening/Exams. Head Start encourages each pregnant woman and child to have a medical and dental home.

We ask that you please NOT send you child to school if you know that he/she has a fever, nausea and vomiting, diarrhea, or is otherwise too ill to come. If your child has a contagious disease – such as pink eye, impetigo, ringworm, head lice, strep throat, measles, mumps, chicken pox, or skin rash you are to keep him/her at home until a doctor/clinic gives you WRITTEN PERMISSION to bring him/her back to school. This is to protect your child and the other children in our program. [1304.22 (b) (1)].

IMMUNIZATIONS (BLUE SLIPS)

Minimum Standards for Day Care Centers and Nighttime Centers; p. 57; 3 (a,b); 1304.20 (a)(i)(ii)

You will be notified 30 days prior to your child's Immunization Record's Blue Slip Expiration Date. If the updated Blue Slip is not received by that date, your child **will not** be permitted to return to school until it is received. You will also be notified 30 days prior to your child's physical and dental examination forms expire. These must be obtained once per year. Follow-up treatment is required for all identified treatment needed on your child's physical and dental examination forms.

EMERGENCY MEDICAL PROCEDURES 1304.22(a)(I)

INJURIES:

1. Qualified center staff will administer immediate appropriate Emergency Care. (All classroom staff are certified in First Aid and CPR.)
2. Parent/guardian will be notified, along with the Team Leader and Health Services.
3. The child will be taken for emergency treatment if necessary. The parent/guardian **MUST** accompany the child.


ILLNESSES:

1. Parent/guardian will be notified, along with the Team Leader and Health Services.
2. The child will be placed on his/her cot and monitored continuously until the parent/guardian arrives.
3. **NO CHILD WILL BE ADMITTED TO CLASS IF HE/SHE IS ALREADY ILL ON ARRIVAL AT THE CENTER IN THE MORNING!**
4. Children with contagious and chronic illnesses may be temporarily excluded from the program, but may return with a doctor's statement. If a child has a temperature of 99.9 or higher, they will be excluded from the program for at least 24 hours or more.

HEALTH SERVICES

Procedures for Administering Medication 1304.22 (c)(1)-(6)

1. When the parent/guardian is unavailable to administer prescribed medication, one designated staff person at your child's center will be authorized by the Head Teacher to administer the medication, after the appropriate permission forms have been completed by Health Services and signed by the parent/guardian.
2. Medication permission forms will be completed only if the medication is in its original container and clearly labeled with the child's name, physician's name, and the directions for administration.
3. Any medication sent to the center MUST be clearly marked and in the original container. No expired medication will be administered.
4. All medication will be kept in a locked container in an area inaccessible to the children, and it will be removed from the center when it is no longer needed. If refrigeration is required, it will be placed in a conspicuous place so that it will not be confused with any food item(s).
5. The date and time of all medication dosages administered at the center, along with the signature of the person who administered it, will be provided, in writing, to the child's parents(s) and Health Services on a weekly basis.
6. If your child has been diagnosed with a chronic illness, we ask the parent/guardian to provide a care plan from their medical or dental home. If a Service Delivery Conference is required, please see your Family Advocate.

	<p>EMERGENCY MEDICAL NUMBERS Linda O. Thomas Office – 263-3474 ext 2109 **NOTE: IF IN DOUBT, ALWAYS CALL 911 Cell: 399-0605</p>
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CONFIDENTIAL INFORMATION

Information of a personal nature regarding enrollees or applicants for enrollment will be handled confidentially. Medical and similar files will be handled confidentially since release may constitute a clearly unwarranted invasion of personal privacy. Personal information will be released only to the person that signed the application.

CHILD ABUSE

Any signs of suspected child abuse/neglect will be reported to the Department of Human Resources (DHR) or Youth Aid as required by law. Therefore, if you are aware that your child has some kind of injury which might be viewed as suspicious, please notify your child's teacher or assistant during sign-in. This can help eliminate unnecessary reporting. Also, every child will be given a routine visual examination upon arrival at school and before leaving by the teacher/aide for obvious signs of injury/illness. [1304.22 (a)(5)]

NUTRITION SERVICES

NUTRITION

Mattie Madison, Coordinator

1304.23

The overall objective of the Nutrition segment of the Early Head Start, Head Start Childhood Development and Health Services Team is to provide a comprehensive program that establishes meaningful learning experiences, while providing foods that meet the daily nutritional requirements including two balanced meals and a snack daily.

1. Information about family eating patterns, including cultural preferences, special dietary requirements for each child with nutrition-related health problems, and funding requirements of infants and toddlers and each child with disabilities is obtained at enrollment. This includes any relevant nutrition related assessment data (height, weight, and hemoglobin/hematocrit - blood test for iron level). 1304.23 (a)(1)(2)
2. Parents are notified of the nutritional status of each child. Nutrition related status assessments are done semi-annually. 1304.23(a) (3)
3. Parents are informed about major community nutritional issues, by newsletter; area management and staff announcements, Health Services Advisory Committee, Parent Committee, Policy Council and the local Health Department regularly. Recommended menu changes are obtained after completion of the annual self-assessment.
4. Parents are encouraged to participate in menu planning to ensure introduction of new foods and to learn to prepare balanced meals at home, and how to prepare foods high in nutrients and low in fat, sugar and salt.. 1304.23 (iv) 1304.23 (c)(I)(d)
5. Parents will receive menu and nutrition related activities for each child regularly.
6. Training will also be available for parents in the following areas: budgeting, using the EBT card wisely, cooking classes, if needed; and food groups or other topics that are requested.
7. All children and staff are fed from the same daily menu with the exception of special diets. Children with special dietary needs will be provided with the foods and supplements as dictated by their physician. All meals are served family style (staff and children eat together).
8. Head Start seeks to reduce childhood obesity by increasing physical activity both indoors and outdoors. Meals prepared are high in nutrients, low in fat, sugar and salt. More opportunities will be provided for children to drink water throughout the day.
9. **Parents of children with special dietary needs must provide documentation, and are required to have an entrance conference prior to the child attending the Head Start program.**
10. **No food is to be brought to the centers by parents. All food will be provided by Head Start to ensure food safety, and that 1/2 to 2/3 of the daily nutritional requirements are met.**
11. **ALL Birthdays will be celebrated on the last day of each month. No birthday parties will be held during the month on an individual child's birthday.**
12. The Head Start Program receives reimbursement funds from the Child Care and Adult Food Program for the meals provided to each child enrolled in the program. The policy of the Child and Adult Food Program is that it will not be administered or operated in such a manner that results in disparity of treatment on the basis of race, color, national origin, age, sex, or disability.
13. This institution is an equal opportunity provider.



DISABILITY/MENTAL HEALTH SERVICES

DISABILITY/MENTAL HEALTH

Miracle E. Nettles, Coordinator

The Montgomery Early Head Start/Head Start Program serves children with disabilities. The term children with disabilities means children with mental retardation, hearing impairments, including deafness, speech or language impairments, visual impairments including blindness, emotional/behavior disorders, orthopedic impairments, autism, traumatic brain injury, other health impairments or specific learning disabilities; and who by reason thereof need special education and related services. The term children with disabilities for children ages 3 to 5, inclusive may include children experiencing developmental delays in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development and who by reason thereof need special education and related services. 1308.3

Services Provided:

Numerous services are provided to meet the special needs of children with disabilities, including speech and language therapy, referral to other agencies for evaluations and specialized treatments, special materials or equipment as needed, an Individualized Education Plan, Individualized Family Services Plan, part-time enrollment, and special education and related services from Montgomery Public Schools and/or Early Intervention. 1308.4 (k-o)

All children are screened for obvious or potential developmental problems. Parents who know or feel their child has a disability should inform the teachers of the child or Disability Services Coordinator as soon as possible. 1308.6 (b)

Parental consent must be obtained in writing before a child can have an initial evaluation to determine whether the child has a disability. 1308.6 (e) (3)

Mental Health

The overall objective of the Mental Health area is to promote children's mental wellness and help parents understand mental health issues. Thus, we work collaboratively with parents, secure the services of mental health professionals, and include a regular schedule of on site mental health consultations. Early Head Start & Head Start are concerned with the total development of each child; therefore, mental health is an integral part of the Early Childhood Education and Health Services Team. 1304.24 The Mental Health Coordinator coordinates the developmental screening by: collaborating with teaching staff ensuring all children are screened within 45 days of the child's entry date. Referrals are made as needed with parental consent.

To meet the Mental Health objectives, Early Head Start/Head Start provides three areas of focus: Prevention, Identification and Referral, and Treatment. Prevention includes having a mental health curriculum and a mental health professional on contract. Identification and referral includes the developmental screening and parents and staff making referrals as needed. Treatment includes utilization of mental health community resources.

Below parents will find behaviors which indicate that a child's mental health may be at risk.

- * Poor social interaction
- * Aggressive behavior
- * Sudden behavior changes
- * Extreme mood swings
- * Inappropriate responses
- * Fearfulness
- * Extremely active behavior
- * Inadequate toilet skills
- * Accident proneness
- * Destructiveness to self
- * Unusual behavior (crisis)
- * Withdrawn

DISABILITY/MENTAL HEALTH SERVICES

All of these behaviors occur in children at some time or another. When they occur, ask yourself the following questions:

- How long does the behavior last?
- How long has the behavior been occurring?
- How does the behavior compare with the behavior of other children of the same age? How do events in the home affect the behavior?
- How troublesome is the behavior?

If a child displays any of the behaviors described above, and the answers to the questions make you think that the behavior could be problematic, it is always better to find out if what you are noticing is a possible roadblock to a child's growth and development. A referral may be made by families and/or staff. Parents are required to follow up on all referrals made for children by the Head Start program to ensure children's individual needs are addressed. A Mental Health Consultant is available for children, families and staff throughout the school term.

MENTAL HEALTH RESOURCES

Mental Health America in Montgomery.....	334/262-5500
Montgomery Area Mental Health Authority.....	334/279-7830
Center for Child and Adolescent Development.....	334/262-5744
Attention Deficit Disorders.....	800/233-4050

SPECIAL EDUCATION RIGHTS UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Federal and state laws create specific rights for those eligible for special education services. The following is a brief explanation of those rights. For further explanation or a copy of these rights, please contact your Disability Services Coordinator at 263-3474, ext. 2108.

DISABILITY/MENTAL HEALTH SERVICES

PRIOR WRITTEN NOTICE – The local education agency (LEA) must provide you with prior written notice before it proposes or refuses to initiate or change the identification, evaluation, educational placement, or the provision of a free, appropriate public education.

CONSENT – The LEA must obtain your written consent before conducting an initial evaluation and before initial provision of special education and related services.

RE-EVALUATION – If the LEA determines that no additional data is needed to determine continued eligibility, you have the right to request additional assessments to determine continued eligibility.

COMPLAINTS – Any individual or organization has a right to file a signed written complaint alleging that a school system has violated a federal or state law and regulations and the facts on which the statement is based.

MEDIATION – You have the right to participate in mediation to resolve disagreements with a school system and to have the voluntary mediation arranged by the state education agency at no cost to you.

IMPARTIAL DUE PROCESS HEARING – You may request an impartial due process hearing when you have a complaint regarding the education agency’s proposal or refusal to initiate or change the identification, evaluation, educational placement, or the provision of a free appropriate public education.

CIVIL ACTION – Any party aggrieved by the findings and decision made in a due process hearing has the right to bring a civil action in any state court of competent jurisdiction or in a district court of the United States.

STATUS DURING PROCEEDINGS – During the pendency of a due process hearing or judicial proceeding, unless you and your education agency agree otherwise, the subject of the hearing must remain in the then-current educational placement.

AWARD OF ATTORNEYS’ FEES – In any action or proceeding brought under Part B of the Individuals with Disabilities Education Act, the court may award reasonable attorneys’ fees to the parents of a child with disabilities if they are the prevailing party.

SURROGATE PARENTS – The education agency shall ensure that an individual is assigned to act as a surrogate for the parents of a child when no parent can be identified or located after reasonable efforts.

ACCESS TO RECORDS – The LEA must permit you to inspect and review all education records of you and your child, which are collected, maintained, or used by the agency.

AMENDMENT OF RECORDS AT PARENT’S REQUEST – if you believe that information in records collected, maintained or used is inaccurate, misleading or violates the privacy of other rights, you may request that the LEA amend the information.



FAMILY AND COMMUNITY ENGAGEMENT SERVICES

Family and Community Engagement

W. W. Steele, Manager

The Parents, Family and Community Engagement staff work in partnerships with the families and assist them in assessing their needs and goals. Family Advocates provide services that build upon the individual strengths of the family to help them meet their own needs. The Family forms the basis for supporting relationships that support family well-being, and strengthens relationships between children and parents. Systematic engagement of parents and families across the program ensures ongoing nurturing and learning. MCAC fosters partnerships between staff and parents that support ongoing communications that enhances teacher-child and parent-child relationships in preparing children and families for smooth transition in and out of Early Head Start and Head Start. 1304.41.

The Family and Community Engagement Area consists of (1) Area Manager, (12) Family Advocates, and (3) Family Advocates/Home Visitors.

The Family Engagement Area is further responsible for recruitment and enrollment of all Head Start and Early Head Start children, pregnant teens and pregnant women.

Excessive absenteeism without good reason can result in your child being dropped from the program. When a child has been absent for one day, the Family Advocates must find out the reason for the absence. Please notify the center if your child is going to be absent or tardy. We urge all families to keep their child/children in school so that they can get the maximum benefit from the program. 1305.8.

FAMILY PARTNERSHIP AGREEMENT (FPA)

There is a Family Advocate available to assist with family needs. The Family Advocate Home Visitors are required to develop a total profile of the individual families being served by the Head Start and Early Head Start Program. The FPA will be used to identify the family's interests, goals, needs, and strengths. This information will be used by the Family Advocate, and Home Visitor to determine how Head Start and Early Head Start can best work with the family to fulfill their goals or needs. All pregnant teens, pregnant women, and parents of Head Start and Early Head Start children will be contacted by a Family Advocate or Home Visitor to complete the Family Partnership Agreement. 1304.40

Arrival and Pick-up Procedures

The school day begins at 8:30 a.m. It is important that children not miss any learning opportunity. We do not want to teach our children to be late. *More is Caught Than Taught*. Help us help you and your child by being on time for school daily. Please call if you are unable to be on time.

1. Every child **must** be signed into the center by an authorized adult. This is the only way Head Start and Early Start will assume responsibility for the children.
2. Only the persons authorized by the parent or legal guardian will be allowed to sign the child out from the center. Authorized individuals must sign the child out at the time of departure from the center.
3. In the morning and/or at the end of the day, children will be combined when child staff ratios fall below 1:5. Parents are expected to sign children in and out and acknowledge all parental concerns have been addressed.
4. The parent will complete the Emergency Contact Information form at the beginning of the school year and as often as changes occur.
5. In cases of an *extreme emergency*, if the parent or emergency contacts are unable to pick the child up, the parent **must** call the Head Start center and inform the classroom teacher that someone else will pick the child up. Who

FAMILY AND COMMUNITY ENGAGEMENT SERVICES

ever picks the child up must have a **pictured ID**.

6. A child will not be released to anyone under the age of sixteen years old.
7. The parent must complete an authorization form in order for Head Start to release a child to a day care center.
8. Parents must sign children in by **8:30 a.m.** and sign out by **2:30 p.m.** Working parents or parents in school may sign children in by **7:30 a.m.** and sign out by **3:15 p.m.** The center will close promptly at **3:30 p.m.** EHS parents who are working or in school may sign children in at **7:30 a.m.** and sign out by **3:15 p.m.** **The center will close promptly at 3:30 p.m.**
9. If any parent is late picking up a child, the Central Office has the authority to call the Department of Human Resources or the Youth Aid for suspected willful neglect.
10. No child will be accepted **after 8:30 a.m.**. Please call if you are unable to be on time.
11. If your child is going to be absent, **please call the center.**
12. Don't pick your child up early unless it is absolutely necessary.
13. Please have your child in school every day unless he/she is sick.
14. If your child is absent five consecutive days and you fail to call the center, he/she will be dropped from the program.

***NOTE: Children within MPS sites are to arrive at 7:30 a.m. and to be picked up by 3:00 p.m.**

Parent Involvement is part of the Family and Community Engagement Area. It is designed to enhance the participation of parents in the Early Head Start and Head Start program and the community. This collaboration provides a variety of training opportunities in developing and upgrading skills of leadership. In utilizing the team approach every effort will be made to assist the parents in improving the total family structure by placing emphasis on strengthening their economic, social, and educational skills. Parent involvement is encouraged in every aspect of the program.

PARENT COMMITTEE MEETINGS (1304.50)(a)(1)

All parents are encouraged and expected to participate in the parent meetings. Parent committee meetings are held monthly. These meetings provide an opportunity for you to get to know other parents, to experience educational and personal growth, and to develop an understanding of child advocacy. Parents who share responsibility are positive additions to any program and often develop positive relationships with their children. Communication among parents and teachers is important!

FUND RAISING POLICY

Montgomery Community Action Head Start engages in several support activities which cancel out the need for fundraising. The practice of fundraising has proven to be distracting from our central focus of developing children. The parent/teacher relationship is essential to forging a long-term relationship dedicated to the educational and social development of the child. More often than not, fundraising takes away time and energy from the effort.

As an alternative, the Head Start program developed the practice of Fall and Spring photography of children as a method of raising funds to support the various activities of each center. Additionally, the Head Start program budgets specific center funds for parent/center developed activities. These activities must center on children and they must be approved by the Policy Council.

The Head Teacher will have the appropriate steps for obtaining approval of any Parent Activity request.

NON-FEDERAL SHARE (IN-KIND)

NON-FEDERAL SHARE (IN-KIND)

Teresa Harris, Coordinator

“THE WHAT’S AND HOW’S OF IN-KIND”

Each year, Head Start must match a portion of the federal grant that we operate from, as a part of the rules of the grant. This match may be made through gifts and donations of time and services. Each year our program must obtain \$2 million in **In-Kind** services and donations. These donations must be documented and verified by an official auditor.

In-Kind is another word for donations, this can be donated time, services and goods, as well as money.

All classrooms have **In-Kind** forms available to record your donations.

*Transportation no longer counts as In-Kind.

HOW CAN YOU HELP WITH “IN-KIND”?

- Be a member of the Parent Committee/Policy Council.
- Volunteer time at the center.
- Volunteer time at parent activities (meetings, planning, etc.)
- Read and do learning activities at home with your children (Parent/Child Home Activity & In-Kind Donation Form) as assigned by the teacher.
- Donating center materials – anything Head Start would normally buy.
- Get involved in our spring and fall picture taking effort, to name a few.

HOW DO WE KEEP TRACK OF IN-KIND?

- Record all your donated time on cards and forms available at the centers.
- Fill out the form each day you are involved or donate goods.
- Complete and return the form to the teacher or any Head Start supervisory staff.

NON-FEDERAL SHARE (IN-KIND)

BE A HEAD START VOLUNTEER!

SOME OF THE WAYS YOU MAY PARTICIPATE AS A HEAD START VOLUNTEER ARE: (1304.40 & 1304.52)

1. Helping a disabled child.
2. Assisting with teachers in the classrooms..
3. Attending center committee meetings.
4. Decorating a bulletin board.
5. Teaching music and/or art in the classroom.
6. Assisting on the playground.
7. Doing projects and activities for center or class at home.
8. Reading to the children.
9. Compiling center newsletters.
10. Using your skills to assist staff and other volunteers.

Sharing your experiences can mean a lot to your children, the program, and you. You are always welcome in the classroom. We want to share your special talent, hobbies, and time.

VOLUNTEER CRITERIA (1304.40 & 1304.52)

Parent and non-parent volunteers are always welcome! To be a Head Start Volunteer you must:

1. Make an application; (Applications are at Head Start's central office).
2. Each volunteer will be given a form packet to complete. This will include any skills the volunteers have, in what areas they wish to volunteer, and what training they would like to receive during the year.
3. Each volunteer must have a TB skin test done by a private physician, or the County Health Department when volunteering 4 or more hours a week.
4. All applicants will be screened and placement of volunteers will be through a coordinated effort of the Volunteer Coordinator.
5. Volunteers will be given a brief orientation before entering the classroom by the Volunteer Coordinator.
6. The Data Support Unit will maintain volunteer records at the central office.
7. All volunteers must SIGN IN WITH THE HEAD TEACHER and SIGN VOLUNTEER CARDS IN THE CLASSROOM in which they will be volunteering.
8. Volunteers and parents donating time, materials, toys, games, food for activities, etc. must complete a Volunteer In-Kind sheet.
9. VOLUNTEERS ARE NOT PERMITTED TO BRING YOUNGER CHILDREN WITH THEM TO THE CENTER.
10. Volunteers meeting the above requirements are welcomed in all service areas of the program.

NON-FEDERAL SHARE (IN-KIND)

PLEASE TEAR OUT AND RETURN TO YOUR HEAD START CENTER.

VOLUNTEER IN-KIND ACKNOWLEDGEMENT

- ① I have received the Parent/Volunteer Handbook and a Head Start/Early Head Start member conducted the orientation session on the program and the handbook.

- ② I agree to adhere to the rules and regulations outlined in this manual as well as commit to participate in the classroom as a volunteer to further the goals of the program.

Volunteer's Signature: _____

Date: _____

Center: _____

NON-FEDERAL SHARE (IN-KIND)

PLEASE TEAR OUT AND RETURN TO YOUR HEAD START CENTER.

SUBSTITUTE ACKNOWLEDGEMENT

- ① I have received the Parent/Volunteer Handbook and a Head Start/Early Head Start member conducted the orientation session on the program and the handbook.

- ② I agree to adhere to the rules and regulations outlined in this manual as well as commit to participate in the classroom as a volunteer to further the goals of the program.

Substitute's Signature: _____

Date: _____

Center: _____

NON-FEDERAL SHARE (IN-KIND)

PLEASE TEAR OUT AND RETURN TO YOUR HEAD START CENTER.

PARENTAL ACKNOWLEDGEMENT/ AGREEMENT

- ① I have received the parent handbook and a Head Start staff member conducted the orientation session on Early Head Start & Head Start and the Parent Handbook.

- ② I agree to adhere to the rules and regulations outlined in this manual as well as commit to participate in the classroom as a volunteer to further the goals of the program. As a parent, I wish to partner in the education of my child.

③ Attendance Agreement

I, _____ do hereby agree that I will have my child, _____ in attendance every school day. I understand that I should notify my child's teacher when he/she will be absent. I also understand after the third consecutive day, the Family Advocate will contact the parent by telephone or make a home visit.

Parent's Signature: _____

Date: _____

Name of Child: _____




Center: _____

Montgomery Community Action Committee, Inc.






Montgomery Community Action Committee Head Start/Early Head Start Program is one of the most comprehensive child development programs in the city of Montgomery.

Doesn't your child deserve...

-  *The care and attention of a certified staff?*
-  *Dental, nutrition and medical care?*
-  *Safe learning environment?*

Don't you deserve...











-  *Convenient locations throughout the area, including Downtown?*
-  *After school Care (available at select locations)?*
-  *Quality child care at no cost?*

Where and When to Register:

Head Start Family Services Center • 1021 Highland Avenue
Monday-Friday; 8:30 a.m.-2:30 p.m.

For more information, call (334) 264-0233 or (334) 269-2229

What you need to Register...

-  *Certified birth certificate*
-  *Up-to-date blue slip*
-  *Visual proof of income*
-  *Medicaid card/Medical Insurance card*
-  *Food Stamp card, if applicable*
-  *Social Security numbers and birth dates of all household members*
-  *Social Security card of child*
-  *Documentation of special needs*
-  *Visual proof of identification*
-  *Name, address and telephone numbers of three (3) contacts*

Note: The parent/Legal Guardian must make the application.



Head Start Serves Children with Disabilities