

**REACH Services, Inc.
FAYETTE COUNTY
HEAD START/GA.PRE-K
BIRTH-FIVE PROGRAM**



“A Total Approach to Family Services”



PARENT HANDBOOK



REACH SERVICES, INC.
FAYETTE COUNTY HEAD START/EARLY START
GEORGIA PRE-K

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{Please sign verification receipt form, remove from booklet, and return to your child}



Dear Pre-K Parents/Guardians,

It is my pleasure to welcome those of you who are new or returning to REACH Services, Inc. - Fayette County Head Start/Pre-K Family. We are very fortunate to have you as our partners, who will be involved as we provide child development opportunities to improve the lives of your children.

Our Head Start, Early Head Start, and Georgia Pre-K early childhood educational programs are comprehensive. Our agency is dedicated to providing research-based learning experiences to the children we serve. We are happy that you have selected us and will always make sure that the services provided to you and your child are of high quality. This will boost your chances of having a smooth transition to the next phase of learning, after you complete our program.

There will be ongoing opportunities for you to participate in our program, by getting involved in a variety of volunteer activities. Therefore, we encourage you to attend center parent meetings, parent trainings, center-sponsored family events, etc.

This Parent Handbook contains vital and important information regarding our program, which will be very helpful.

We look forward to working with you this school year!

Sincerely

Dr. Irma J. Ellington
Executive Director





Administrative and Management Team Members

Dr. Irma Ellington

Executive Director

Jolenda MacArthur

Fiscal Officer

Anna Martinez

Human Resource Assistant

Angela Norfleet

Education Coordinator/HS Mentor Coach

Teresa Simmons

Center Manager Bradford III

Shana Shinholster

**Family Services Coordinator/Center Manager
(Carnegie Place)**

Veronica Smith

Administrative Assistant

Susan Taylor

Center Manager – Bradford I

Michael Udonsuk

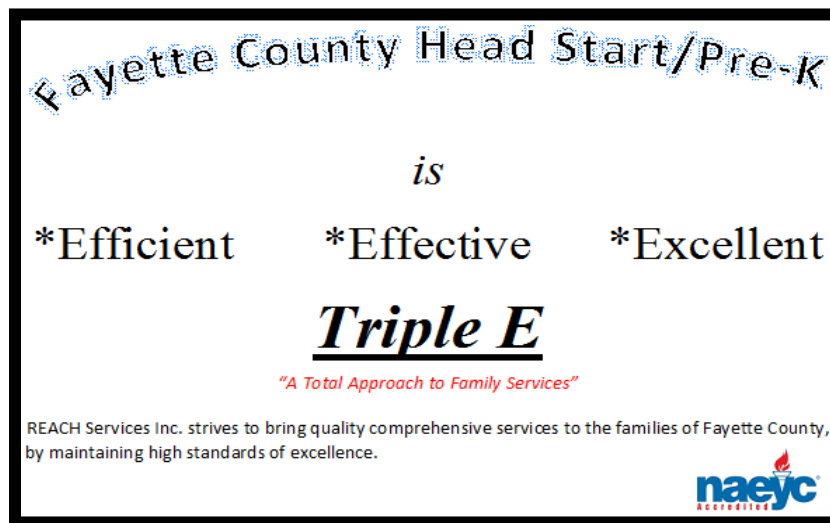
**Quality Assurance/Center Manager
(Bradford II)**





Mission Statement

Resurgent Education and Community Health Services, Incorporated (REACH Services, Inc.) strives to bring quality comprehensive services to the families of Fayette County, by maintaining high standards of excellence. We provide structure and a support system that promotes the health, education, and social development of children and their families, through a holistic approach.



Program Philosophy

The agency realizes that inherent in the provision of quality services is the need for ongoing planning, implementation, review, evaluation, and revisions of the program policies and procedures. These activities occur to ensure compliance with the Head Start Performance Standards, and federal and state regulations. The ongoing planning process minimizes delays or gaps in service delivery to income eligible children and their families.

The program philosophy is to meet children where they are and plan activities that build upon their knowledge and provide continual opportunities for their growth and development. The goal is to ensure children are ready for school, families are ready to support their children's learning, and schools are ready to receive them.



Administrative Office

155 Bradford Square, Suite D
 Fayetteville, GA. 30215
 Phone# 770-461-6527
 Fax # 770-461-8257



Bradford I (3-5 years old)

215 Bradford Square
 Fayetteville, GA. 30215
 Phone# 770-461-1714
 Fax# 770-461-8404



Bradford II (2 years old)

205 Bradford Square
 Fayetteville, GA. 30215
 Phone# 770-460-2262
 Fax# 770-460-2399



Bradford III (6months-2 years old)

125 Bradford Square
 Fayetteville, GA. 30215
 Phone# 770-716-0704
 Fax# 770-716-0870



Carnegie Place (3-5 years old)

125 Carnegie Place
 Fayetteville, GA. 30214
 Phone# 770-461-2838
 Fax# 770-461-6348



**Head Start/Early Head Start and Georgia- Pre-K
Operational Hours
Center-Based & Home-Based**

Hours: Head Start 8:00-2:30
Hours: Pre-K 8:00-2:30
Hours: Early Head Start 8:00-2:30
Hours: Home Based 9:00-3:30(Once a week for 90 minutes).
Hours: Home Based Socialization 10:00-12:00(Twice a month).

Fee: None

Hours: Extended Services: 7:00am – 8:00am
2:30am – 6:30 pm

Bradford Square I (Only)

Fee: \$13.00/drop-in or \$65.00/weekly
No checks accepted “Cash Only and Exact Change Only”

~Your child center information~

My child attends the _____ center.

My child's teachers are _____.

My child's Center Manager is _____ the phone number is _____.

My Family Service worker is _____.

My child's bus driver & monitors are _____
_____.

~Your child home base information~

My Home Visitor is _____ her phone number is _____.

My Socialization is held at _____ center



What is Head Start?

Head Start is a federally funded comprehensive early childhood educational program that provides services to economically eligible children 3 to 5 years of age. REACH Services, Inc. is the grantee serving Fayette County.

Head Start History

In the summer of 1965 under the administration of President Lyndon B. Johnson's "War on Poverty" the Office of Economic Opportunity launched an eight-week pilot program that would help communities meet the needs of disadvantaged preschool aged children and to combat the cycle of inherited poverty. The program was designed to meet the emotional, social, health, nutritional needs of the children enrolled, while providing an opportunity for families to become intricately involved with the program.

In 1969, under the Nixon administration, Head Start was transferred from the Office of Economic Opportunity to the Office of Child Development in the U.S. Department of Health, Education, and Welfare. In 1977, under the Carter administration, Head Start began bilingual and bicultural programs in about 21 states. Seven years later, in October 1984 under the Reagan administration, Head Start's grant budget exceeded \$1 billion dollars. Head Start was reauthorized again in 2007, under George W. Bush administration.

Head Start has served over 30 million children since 1965, growing from an eight-week demonstration project to include full day and full year services with many program options. Currently, Head Start is administered by the Administration for Children and Families (ACF) in the Department of Health and Human Services. Head Start serves over a million children and their families each year in urban and rural areas in all 50 states, the District of Columbia, Puerto Rico, and the U.S. territories, including American Indian, Alaskan Native, and Migrant/Seasonal communities.

Currently, Head Start programs promote school readiness of children ages birth to 5 by supporting their development in a comprehensive way. Head Start programs support children's growth and development in a positive learning environment through a variety of services, which includes:

- ✚ **Early Learning:** Children's readiness for school and beyond is fostered through individualized learning experiences. Through planned and spontaneous instructions, children build relationships with adults and their peers, which foster continual growth and development. Children progress in social skills and emotional well-being, along with language and literacy, and concept development.

- ✚ **Health:** Each child's perceptual, motor, and physical development is supported to permit them to fully explore and function in their environment. All children receive health and developmental screenings, nutritious meals, oral health, and mental health support. Programs connect families with medical, dental, and mental health services, to ensure that children are receiving the services they need and require.
- ✚ **Family well-being:** Parents and families are supported in achieving their own goals, such as housing stability, continued education, and financial security. Programs support and strengthen parent-child relationships and engage families around children's learning and development. Head Start program is responsive to the ethnic, cultural, and linguistic heritage of each child and family.

Head Start Philosophy

Head Start program approach is based on the philosophy that parents are the primary educators of their children. ***“They are their child’s first teacher.”*** Children learn best when their parents are actively involved in their development, and in their education. Children are unique individuals who learn at different rates and in their own ways. A comprehensive approach provides the foundation for their overall growth and development.





The Head Start Logo Tells a Story

The two squares represent early childhood by suggesting building blocks.

The arrangement of the blocks represents stairs by which this can be accomplished.

The vertical stripes represent the child and parent.

The arrow pointing upward represents the direction out of poverty and on to the future.

The colors, red, white, and blue represent the United States and the many opportunities it provides for its citizens.





Early Head Start History and Philosophy

What is Early Head Start?

Early Head Start programs provide similar services as preschool Head Start but they are tailored for the unique needs of infants and toddlers. Early Head Start promotes the physical, cognitive, social, and emotional development, through safe and developmentally enriching caregiving. This prepares children for continued growth and development and eventual success in school and life.

Following the general Head Start model, Early Head Start programs support parents, both mothers and fathers, in their role as primary caregivers and teachers of their children. Programs assist families in meeting their own personal goals and achieving self-sufficiency across a wide variety of domains, such as housing stability, continued education, and financial security.

Early Head Start History

Early Head Start evolved out of Head Start's rich history of providing services to children three-five years of age. Recognizing the inherited needs of our youngest generation Early Head Start grants were awarded in 1994 under the administration of Bill Clinton, to serve low-income pregnant women and children ages birth to 3. In 2009, under the Obama administration, more than 64,000 slots were added for Early Head Start and Head Start programs.

Early Head Start offers three different program options and grantees may elect to offer one or more of these options to families. The three options are home-based, center-based, or a combination option in which families get a set number of home visits and a set number of center-based experiences. There are also locally designed options, which in some communities include family childcare and services to expecting mothers. Early Head Start provides a place for children to experience consistent nurturing relationships and stable ongoing routines." In addition, Early Head Start as well as Head Start link families to needed services such as health, nutrition, education, and social services resources.

Early Head Start Philosophy

Early Head Start philosophy is based on nine principles:

- | | |
|--|---|
| * <input type="checkbox"/> Commitment to High Quality Services | * <input type="checkbox"/> Parent Involvement |
| * <input type="checkbox"/> Prevention, Promotion, and Early Intervention | * <input type="checkbox"/> Inclusion |
| * <input type="checkbox"/> Culture Awareness | * <input type="checkbox"/> Transition |
| * <input type="checkbox"/> Relationships and Continuity | * <input type="checkbox"/> Collaborations |





Early Head Start Home-Based Program Option

What is Home-Based?

The purpose of the home-based program is to provide comprehensive services to children and their families through weekly home visits and group socialization experiences. The focus is placed on the parents as the child's most important relationship, foundation, and their first teacher. The home-visitor help parents enhance their parenting skills and to assist them in using their home as the child's primary learning environment.

The Home Visitor has a maximum caseload of 12 families and meet with each family once a week for a minimum of one hour and thirty minutes (90 minutes). Home Visitor conducts 46 home visits per year. All visits must be held with the parent or legal guardian in the family's home. Over the course of a month the Home Visitor must provide a comprehensive program that meet all aspects of the Early Head Start program. To receive the maximum benefits from the program, the home visitor and parents/guardian must cultivate a cohesive relationship for the wellbeing of the child.

The key focus of the Home-Based program option includes:

- | | |
|---------------------|-----------------------|
| *Health & Safety | *Disability Services |
| *Mental Health | *Family Services |
| *Nutritional Health | *Educational Services |

Group Socialization

The purpose of socialization is to provide opportunity for peer-to-peer social interactions and to support child development by strengthening the parent-child relationship. Home Base provides a minimum of 22 socialization experiences per year. Socializations are held twice a month, at the Early Head Start center, community facility, or on field trips. The normal length of the socialization is 2 hours; however consideration is given to the developmental level of the group and each individual child.

Parental Responsibilities during socialization gatherings:

- | |
|--|
| * Parents must maintain constant supervision of the child/children during indoor and outdoor activities. |
| * Refrain from using inappropriate language or engaging in inappropriate conversations. |
| * No -Smoking or Drinking on premises. |
| * No outside foods brought in unless for cultural events, further regulations and restrictions must be adhered to. |
| * Please show respect for the program, home visitor, guest speakers and to your fellowparents. |
| * Failure to comply with ALL regulations may lead to disenrollment. |



Georgia's Pre-K History and Philosophy

What is Pre-Kindergarten?

Pre-Kindergarten is a formal educational program for children who are four years old, on or before September 1st during the current school year. Pre-Kindergarten provides different settings, including public schools, private and public nursery schools, religious institutions, and childcare facilities. The goal of pre-kindergarten is to prepare children for kindergarten the following year.

Georgia Pre-K History

In 1992 under the leadership and personal involvement of Governor Zell Miller, the Georgia's Pre-K Program began as a pilot program serving 750 at-risk four-year-old children and their families. Three million dollars from state funds paid for the program. In 1993-1994, the first lottery funds were utilized to provide pre-kindergarten programs for more than 8,700 at-risk four-year-old children. These programs were school-based, center-based, and home-based, best suited to meeting individual community needs.

The next major prekindergarten milestone took place in September 1995, when the program was universally opened to all eligible four-year-old children, not just at-risk families. The program tripled its expansion efforts from 15,500 children in 1994-1995 to 44,000 slots during the 1995-1996 school year.

The Pre-K program continued to expand from 57,000 children in 1996-1997 to 68,000 children in the 2003-2004 school year. On July 1, 2004, the Office of School Readiness officially became Bright from the Start Department of Early Care and Learning. The Pre-K Program served 72,000 children during the 2004-2005 school year and 74,000 children during the 2005-2006 school year. A major milestone was reached during the 2009-2010 school year when Georgia became the first state in the nation to serve more than one million Pre-K children in a voluntary universal lottery-funded program.

During the 2010-2011 school year, more than 82,000 children were served in every county in the state. During the 2012-2013 school year the program hit another milestone by celebrating 20 years of Georgia's Pre-K. During the 2012-2013 school year the program served 84,000 children. The Department will continue to administer Georgia's Pre-K Program while creating a comprehensive early care and education system. Georgia's Pre-K Program continues to update policies and standards each year to increase quality services for the children and families of Georgia.

Pre-K Philosophy

All four-year-old children should have the opportunity to attend Pre-K free of charge and enter school ready to learn. Children who attend Pre-Kindergarten are more likely to stay in school, achieve higher test scores, and graduate better prepared for the workforce.





REACH Services, Inc.
Fayette County Head Start Birth-5 Program

The program has ten (10) Major Expectations of parents and guardians of children enrolled in the program. Please make every effort to adhere to these expectations.

1. Bring your child to school daily- Regular attendance is the recipe for success.
2. Bring your child to school on time (8:00 A.M.)
3. Pick-up your child up on time, dismissal is (2:30 P.M.)
4. Do not bring your child to school if he/she is ill.
5. Keep all scheduled Home Visits and Parent/Teacher Conferences.
6. Keep all health records current and up to date, immunization, physical and dental and change of status ie. address and phone numbers.
7. Notify us if your child has any medical or food restrictions and submit all documentation.
8. Volunteer as often as possible.
9. Be respectful and allow the staff to do their jobs.
10. Adhere to All program's regulations and requirements.





Attendance & Late Policy & Procedure

Upon enrolling your child in the program, you read and signed the programs “Attendance and Late Agreement” stating that you understand the importance of consistent school attendance.

See example of an agreement below!

Fayette County Head Start/Pre-K
Attendance Agreement

Dear Parent/ Legal Guardian:

Your child's attendance is very important to us. Since your child's success at school depends upon regular attendance, you will need to call the Center daily whenever your child is absent and state the reason in order to have an excused absence. Poor attendance jeopardizes your child's slot in the program and our funding.

We have a waiting list and cannot justify holding a slot open for a child who is not attending the program. This is an agreement to attend the program unless illness or emergencies cause you to notify the Center about an occasional excused absence. If more than one child is enrolled in the program and a child is sick, the well sibling needs to attend.

The class schedule is as follows:

Head Start
Monday – Friday
8:00am to 2:00pm

Pre-K
Monday – Friday
8:00am to 2:30pm

There are no program provisions for children past the assigned pick up time. Your child must be picked up promptly at dismissal time. If you are unable to pick up your child at the scheduled time, you must contact the center concerning notification that you will have someone else to pick up/receive your child before 1:30p.m. that day. The authorized person must be 18 years of age and have proper identification available to verify.

Parent / Legal Guardian Signature _____ Date _____

Fayette County Head Start/GA. Pre-K
Late Arrival Policy and Procedure

Dear Parent/Guardian:

One of the objectives of the Early Head Start/Head Start/Ga Pre-K Program is to provide an environment that is safe and conducive to the development of each child's social and emotional growth. In accordance, daily on time attendance is directly related to your child's progress. The procedures are as follows:

1. Doors open promptly at 8:00 am a parent or designated adult over 18 years of age is expected to walk the child to class and sign them in.
2. School doors will be locked promptly at 8:45 am at which time you must go directly to the office sign in and receive a slip for your child to be accepted into the classroom.
3. We will begin making phone calls @ 9:00 am if your child is not in attendance.
4. All late arrivals due to Doctor or Dentist appointments must have an excuse slip from the provider to be considered excused.
5. After 3 unexcused late arrivals you will need to meet with your Center Manager and you may lose your slot and be placed back on the wait list.

Success is a team effort and we are relying on you our wonderful Parents/Guardians to partner with us to make the most out of the school year.

Research shows that children benefit from a quality early learning environment when they attend school regularly. The program adheres closely to the federal and state guidelines, which states that children must attend class 85% of the time, to receive services. If your child attends less than 85% of the time, we will arrange a meeting to determine whether this is an appropriate placement for you.

If there are special circumstances that prevent your child from attending consistently, please speak with your child's teacher, Family Services staff, or Center Manager. Teachers and Family Services staff tracks children's attendance daily. When a child is absent for four consecutive days, contact will be made to determine the reason. It is our desire for all families to remain in the program for the duration of the school year and subsequently until your child is ready to attend kindergarten. However, we must serve families who are committed to ensuring their child is in school, and ready to learn. Unless you are notified the children will attend five days a week Monday – Friday from 8:00 - 2:30 for Head Start, Early Head Start and Georgia Pre-K.

Please Mark Your Calendar: The last Friday of every month is designated as an **In-Service Day** for Head Start staff, School is not in session on those scheduled days; please check your center calendar for specific dates. Pre-K and Early Head Start children are in session unless notified.



Abandoned Child Policy

Children must be picked up by their parent(s) or a designated representative as follows:

2:30 p.m. Early Head Start at Bradford II & III

2:30 p.m. Head Start Bradford I/Carnegie Place/Georgia Pre-K

6:30 p.m. Extended Services at Bradford I (Only)

If a child is not picked up by the designated time efforts will be made to contact the authorized pick-up persons using the emergency numbers provided in the child's file. Family Service Staff or the Center Manager will be informed of the situation.

The following will apply when a child is not picked up by the designated time:

Head Start Bradford I-Carnegie Place and Georgia Pre-K

School hours are 8:00 a.m. - 2:30 p.m. Please pick your child up promptly at 2:30 p.m. If you need longer hours, we offer an after school program for children who are enrolled at our Bradford I location from 2:30 p.m.- 6:30p.m. for a fee of \$65.00 per week or \$13.00 per day depending upon availability. Bradford I parents must notify the center manager if before or aftercare services are needed. Children picked up after 2:30 p.m. will be placed in our after-school program and parents will be charged the daily fee rate of \$13.00. This fee must be paid at pick up or drop off, the following morning in cash and exact change. The Fayette County Sheriff's Department will be contacted if the child is not picked up by 6:30 p.m. The child will be taken into protective custody by the Sheriff's Department. The Sheriff's Department will notify the appropriate agency for assistance with placement.

Early Head Start Bradford II & III

School hours are 8:00 a.m. – 2:30 p.m. Please pick your child up promptly at 2:30 p.m. Children picked up after 2:30 p.m. will be placed in the center manager or family services office and parents will be charged a daily fee rate of \$13.00. This fee must be paid at pickup or no later than the following morning in cash, exact change. Children cannot be picked up after 3:30 p.m. The Fayette County Sheriff's Department will be contacted for children not picked up by 3:30 p.m. The child will be taken into protective custody by the Sheriff's Department. The Sheriff's Department will notify the appropriate agency for assistance with placement.

Please Be Advised:

*It is never the expressed desire of REACH Services, Inc. to find a need to implement the Abandonment Policy therefore, it is imperative that you pick-up your child at the designated times indicated.

Change of Family Contact Information

Please make sure your telephone numbers and emergency contact information is up-to-date and current at all times.





Harassment, Bullying and Disenrollment Policies



Policy and Procedures

REACH Services is committed to maintaining a respectful environment that is conducive to learning, as well as ensuring the safety of children, parents, visitors, and staff at all sites. To maintain a positive, respectful, courteous, and secure environment, there is a zero tolerance to harassment and bullying of any form by anyone. Therefore, All parents/guardians, visitors and staff must adhere to the code of conduct outlined below.



Examples of violations include, but are not limited to the following:

- Using threatening, intimidating, or coercive language.
- Bullying, harassing, cursing and aggressive behaviors.
- Verbal abusing, loud shouting, physical violence, and other displays of aggression.

If a parent/guardian or visitor violates the Code of Conduct REACH Services, reserves the right to invoke the following measures.

- 1.) Disenrollment, pending investigation.
- 2.) Restrict parent/guardian or visitor access to program, classrooms, and program functions.
- 3.) In the event of physical violence or physical damage to facilities or employee's property, law enforcement will be notified.
- 4.) Civil or criminal action will be filed against the offender/violator.



Additional violations include, but are not limited to the following:

- No alcohol consumption or intoxication on premises.
- No Smoking or vaping.
- No inappropriate clothing such as halter tops, short skirts, short shorts, pajamas, robes, hair-rollers, derogative words on clothing.



NO ALCOHOL





Confidentiality & Diversity Policy

REACH Services, Inc. respects the privacy of all families and therefore adheres to strict policy guidelines that protects the confidentiality and diversity of families.

Upon enrolling your child in the program, you signed a Confidentiality, Multiculturalism and Diversity Policy, that states that you are governed by the same regulations as a staff member.



All family records are confidential!

- Respect and promote the unique identity of each child and family and do not stereotype on any basis, including gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition.
- No photos or video without permission.
- Do not use children's photos on social media platforms without prior approval in writing from the child's parent/guardian.
- Employees are asked to use extreme caution when accepting a "friend request" or request to communicate via social media with any child's parent/guardian or relatives.
- Violation of the Confidentiality Policy could lead to suspension or disenrollment.





Conflict Resolution

We value our relationship with you and your family and encourage you to communicate with us whenever you have any questions, concerns, or feedback.

Please follow the program's protocols:

- First speak with your child's teachers, give her/him every opportunity to address your concerns. Please work together to come up with an appropriate plan of action.
- If your concerns still exist, please speak with your Family Services Staff, they will partner with you to work towards a resolution.
- If your concerns cannot be resolved by following the above protocols, please speak with the Center Manager.
- If the Center Manager is unavailable and your concerns require immediate attention, you may speak with the designated person in charge.
- We ask that you follow the code of conduct and remain respectful and adhere to the program's confidentiality policy.

Child Abuse & Neglect Policy

In accordance with the Child Abuse Reporting Requirements, every staff member is classified as a “**Mandated Reporters**” if there are signs of suspected child abuse and or neglect REACH Services, Inc. will not hesitate to report concerns to the Department of Family and Children Services.

Staff will provide early intervention support and resources to families that address child abuse and neglect, and how to use effective parenting and discipline methods.

“It should never hurt to be a child”



Behavior Support and Management Plan

- ✚ No form of corporal punishment is used in this program. This includes spanking, shaking, grabbing, shaming, teasing, pinching, scaring, or using time out.
- ✚ The program uses re-direction, problem solving, self-regulations, setting limits, setting boundaries, and positive guidance as our methods of discipline.

School Closure/Inclement Weather

It is the policy of REACH Services, Inc., to observe the decision of the Fayette County Public School in determining school closures or early dismissals. Parents are encouraged to listen to the local news or radio stations for current weather forecast and school closures. If it begins to snow while school is in session, and the public school has determined early dismissal, the program will follow the early dismissal procedures.

Early Dismissal Procedures:

- 1.) Contact the parent/legal guardian for immediate pick-up.
- 2.) In the event parents are unable to be reached, teachers will contact **ALL** other authorized emergency pick-up persons listed.
- 3.) If staff is unsuccessful in contacting anyone on the list, the child will remain until normal pick-up time.
- 4.) Failure to pick-up your child at the scheduled time, the program will follow the **Abandoned Child Policy**.

Celebrations & Special Events

The program places emphasis on the diverse traditions and customs of the families. We encourage parental participation in all events by sharing family traditions, foods, and regalia. Multicultural Festival is held in December, parents are encouraged to attend this special event as each classroom share cultural songs, finger plays, and activities.

Birthdays are celebrated at the end of each month, each classroom is provided with a healthy birthday treat, provided, and prepared by the program. No outside food is allowed for birthdays.

Head Start and Pre-k children who have summer birthdays are celebrated in the month of May.

Transitional Activities & End of the Year Celebration

Bridging over Day activities are planned to help minimize children's anxieties as they transition into different centers or into the public school. Head Start and Pre-K children tour the elementary school.

Early Head Start children who turn three (3) on or before September 1st tour Head Start.

Depending on the age of the child, Home-Based and Bradford III children tour Bradford II or Bradford III.

End of the year celebration includes a family picnic; all family members are invited to attend.



HEALTH SERVICES

Health & Safety Procedures

A comprehensive health services program is provided to promote preventative conditions and early intervention. Families are encouraged to always maintain a medical home. Health Services staff are available to assist you in locating medical insurance, a dentist, or healthcare providers.

The program follows CDC guidelines to prevent the spread of COVID and all variants. Each center is equipped with masks, sanitary stations, and practice social distancing by class groups.

Health Requirements – Please check the box below once all requirements are met and documentation is submitted to the health services staff or family services staff person.

- ┐ **Current and up to date immunization records** - All children must have a current immunization signed and dated on file, prior to the first day of school. If for any reason you choose not to have your child immunized, you must submit an Immunization Exemption letter; signed by your child's doctor or by your clergy.
- ┐ **Complete Physical or Well Baby Examination** - It is mandatory that all children enrolled in the program must obtain a complete physical examination. This exam must include vision and hearing screenings, anemia test; lead screening, blood pressure check and height and weight measurements (**Physical expires in 12 months from the date received.**)
- ┐ **Complete Dental Screening** – All children must have a dental screening and follow-up if required.
- ┐ **Health Care Plan** – If your child has any type of illness or allergy, we must have documentation in your child's file. If your child uses an EpiPen, Inhaler, or receive any form of medication, please speak with the Health Services or Family Services staff immediately.
Documentation is required!

***Handwashing** –To prevent the spread of germs, staff, children, and volunteers are required to wash their hands upon arrival and throughout the course of the day. The program follows these hand washing procedures established by the CDC, a copy is posted in each classroom, and restroom.



Safety Precautions

The program put **SAFETY FIRST**, therefore, it is important that you adhere to **ALL** program safety rules and regulations.

- Please dress your children in clothing that is appropriate for the weather. Also note: Because young children do have accidents, **it is important to bring in a full set of extra clothing (underwear, socks, shirt, pants, or dress). Label the inside of your child's clothing.**
- Please send your child to school with a pair of sneakers or closed-toed shoes for outside time.
- Refrain from putting beads in your child's hair, this is a known choking hazard, some children are very curious, they will try to put a bead in their ear and up their nose.
- Refrain from dressing your child in jewelry for safety reasons, and to prevent lost or damaged.
- Children often engage in messy play, please dress your child appropriately.
- If your child is too ill to play outdoors, he/she must be kept at home until he/she is well enough to take part in all aspects of the program day, including outdoor play.



Bathroom & Toileting

Early Head Start- The program takes a comprehensive approach in all aspects of a child's growth and development including toilet training. Therefore, when a child is ready to participate in a positive toileting learning experience the teacher and parent will partner together to develop an individualized plan for their child. During the training time, parents must bring at least two (2) pair of clothing. Dirty clothing will be sent home with the child each afternoon. Clean clothing should be returned with the child in the morning. During toilet learning children should wear underwear or pull-ups instead of diapers. A child will never be punished or teased for having an accident. The program takes consideration the individual needs and development of each child and will never force a child to potty train.

Head Start- The program is not equipped with changing tables or sinks in the classrooms, therefore, 3-5year old's must be toilet trained. If a child has an accident there is always two staff members present, this is for safety and accountability. A child will not be scolded or punished for having an accident. If your child is having frequent accidents throughout the day, the teacher and the family services staff will request a conference with the parent(s).



Daily Health Inspection

Conduct a daily health inspection, before bringing your child to school. Do not send your child to school if he/she has any of the following symptoms:

SKIN: Unusual paleness or flushing, a rash or boil. Parent must provide documentation from a doctor stating the condition is not infectious or contagious.

SCALP: Nits, lice, bald spots or areas of broken skin suggesting ringworm.

EYES: Inflammation, yellow or green drainage.

EARS: Discharge from the ear.

NOSE: Thick yellow or green mucus discharge.

GENERAL: Fever, severe coughing, coughing-up mucus, vomiting, diarrhea, irritability or unusual drowsiness, or lethargic.



Please Be Advised:

Teachers are required to conduct a daily health observation before accepting a child into class. If your child becomes ill and or if any of the following occur below, we will contact you immediately to return to pick up him or her and seek medical attention.

- Child has an oral fever of 99.5 degrees or higher.

(Child must be fever free for a period of 24 hours before returning to school, without the aid of fever lowering medications.)

- Child has 2 or more diarrheas or vomiting.

(Child must be free of diarrhea and or vomiting for a period of 24 hours before returning to school.)

- Child has thick yellow or green mucus drainage from nose.

(If drainage is due to seasonal allergies, we must have a written statement from a doctor).

- Child has clear, yellow, or green drainage from the eyes.
- Child looks or acts very ill or seems to be getting worse quickly.
- Child has neck pain when his/her head is moved.
- Child has a stiff neck or severe headache.
- Child acts unusually confused.
- Child has uneven pupils (eyes appear dilated).
- Child has red or purple rash, made up of spots.
- Child has bruises that are not associated with an injury.
- Child has severe stomachache that causes him/her to double up in pain.
- Child has severe stomachache after a recent injury, blow to the stomach, or fall.
- Child has rash or hives that suddenly appears.
- Child breathes rapidly, loudly, and hard, that he/she cannot play, talk, cry, or drink.
- Child has blood in his/her stools, or if stool is black.
- Child has not urinated in more than 5 hours; mouth and or tongue appear dry.
- Child has continuous clear drainage from nose after a hard blow to the head.
- Child sustains any type of injury that causes bleeding or swelling.

Infectious Illnesses

If your child has any of the following infectious or contagious illnesses, a release to return to school is required. Release form must be signed and dated by a medical doctor. Child will not be allowed to return to school without proper clearance.

- Strep throat
- Hepatitis
- Scarlet Fever
- Chicken Pox
- Lice
- Whooping Cough
- Ringworm
- Conjunctivitis (**pink eye**)
- Rash/Fifth's Disease/Roseola
- Impetigo
- Measles/German Measles
- Meningitis
- Infectious Mononucleosis
- Intestinal Parasites

 **Physician's release will be placed in the child's health record.**

Medication Administration

Parents are strongly encouraged to administer all medication to their child before bringing him or her to school. Only **Authorized staff member will administer prescribed medication during school hours**. All medication must be logged on the Medication Administration Form. Binder is kept confidential and is locked in Health Services file cabinet.

Please be advised these criteria's must be met before medication is administered.

- Medication must be in the original container.
- Medication must have prescription number on the label.
- Medication must have the child's name and date of birth.
- Medication must have dosage instructions.
- Medication must have the prescribing doctor's name.
- Medication must not be expired.
- Parents/Legal Guardian must sign a new medication administration form weekly.
- For each medication given a medication administration form must be signed.



“Never send a sick child to school”



“No Biting Zone”

Biting Policy and Procedures

Biting is a natural developmental stage that many children go through, normally between the ages of twelve to twenty-four months. However, some preschoolers may occasionally bite when they are frustrated. Although it is an understandable behavior, it is never an acceptable or tolerated behavior. Fayette County Head Start/Early Head Start/GA-Pre-K program adheres to the following biting policy and procedures.

We will take every measure to prevent the occurrence of biting by taking the following steps:



- Teachers will always monitor the children as closely as possible.
- Teachers will position themselves where they are able to see all children from any point within the classroom.
- If the child is teething, the child will be given a teething ring for comfort.
- If the child uses a pacifier, we ask that parents always keep one available.
- Teachers will read stories and sing songs about biting.
- A copy of suggested books and lyrics of the songs will be given to the parents, to reinforce at home the activities we are doing at school.

The following steps will be taken in the event a biting incident occurs.

- The biting will be interrupted immediately with a firm "No...we don't bite people!" "It is not okay to bite" "We don't hurt our friends" and, "We use our teeth only for chewing our food"
- The teachers will comfort the (bitten) child; the teacher will encourage the (biter) to comfort the child. **(This practice will help foster empathy in the child).**
- Teachers will use emphatic words to let the child who has bitten know what has happened, e.g., "You bit him, and it hurts". "He is crying", "He is so sad".
- The wound of the bitten child will be assessed and cleansed with soap and water. Ice will be applied.
- The bitten area will be monitored closely for any changes.
- If the skin of the bitten child is broken, the teachers will adhere to the Blood Borne Pathogens procedure.
- Appropriate forms will be filled out **(Incident Report)** and **(Activity Log)**.
- The parents of both children will be notified of the biting incident.
- If the skin of the bitten child is broken, both parents will be contacted immediately to come to the center to meet with the Center Manager and Family Services staff.
- The parents of the (biter) will be asked to take their child home for the day.
- The parents of the (biter) will be asked to volunteer in the classroom for three consecutive days.
- If this is the third occurrence where the skin was broken, the child will be suspended for three days, and a second meeting will be held with the Center Manager and Family Services staff.
- If the biting does not stop, we will have no other choice but to place your child back on the waiting list.
- Family Services staff will offer support and assistance to the family as they find alternative childcare.
- **Confidentiality of all children and families involved will be maintained.**



NUTRITIONAL SERVICES



“No Nut/Peanut Zone”

Due to nut allergies among several children and staff members, we are designated as a “Nut Free School Zone.” Peanut/nut allergies are very serious and can be life threatening. For this reason, we ask for your full cooperation to keep all of our children and staff safe. We ask that you refrain from bringing nuts, peanut products to the center for any reason, personal consumption, cultural events, parties, or cooking experiences. Our kitchen staff does not serve or prepare foods containing peanut butter or any form of nut products. The cooks and teaching staff read all labels carefully to ensure that none of the foods served contain nuts or foods processed in a factory where nuts/peanuts are also processed.

Note: If your child has an allergy, please speak immediately with our Health Services staff. We must have a health care plan in place with specific instructions from your healthcare provider.



“No Pork Zone”

We understand there are several children and families that do not eat pork for religion reasons, and/or health reasons therefore, we do not serve pork or any pork products at any of our centers.



“No Un-Wrapped Foods”

Only pre-packaged or fresh foods are to be brought in for cooking experiences, parties or any other occasion. Home cooked or baked foods are Only allowed during Cultural Celebrations and Special Events. *See your child’s teachers for further details...*

The children are served (2) nutritious meals: breakfast and lunch. Early Head Start children and Extended Services children also receive a healthy snack. Home Based children are served a nutritious lunch during their socialization experiences. All meals meet or exceed the minimum requirements for nutrition established by the U.S. Department of Agriculture. All menus are carefully developed by the Health/Nutrition Coordinator and approved by our Registered Dietitian (RD).

Family style dining is used to promote learning that foster conversation and contribute to the child’s development and social experiences. Food is never used as punishment and children are never forced to eat their food or finish their plate. If a child does not want to eat a particular food item, the teacher will model by tasting the food and encouraging the child to also taste the food. The program respects the child’s nutritional needs and family’s cultural and religious preferences. If your child has any food restrictions or dietary concerns, it is imperative that you speak with the Health Services/Family Services staff immediately. Mealtimes are monitored by the health services staff.



Disability Services

Disabilities Policy & Procedures

REACH Services provide opportunities for each child to achieve his/her full potential by tailoring learning program to meet their individual needs. Ten percent of the funded slots are offered to children with disabilities. Children who enroll in the program with a current Individualized Education Plans (IEP) from the public school or Individualized Family Service Plans (IFSP) from “Babies Can’t Wait” will be used by their teachers to ensure that individualization occur for the child by following the instructional guidelines. Recruitment of special needs children occur on an ongoing basis.

How Does This Process Affect Parents?

Before a referral is made to a Local Education Agency (LEA) these steps must be taken.

- 1.) The teachers discuss the results of the child’s screenings and assessment with the parent.
- 2.) Parents must agree before a content area referral is completed.
- 3.) The teacher and or home visitor completes content area referral.
- 4.) If referral is viable the parent is required to register at the Welcome Center
- 5.) A Tier meeting is scheduled with the parent by the Education Coordinator, LEA, Therapist, or Early Intervention Specialist to discuss for further placement.

What Happens after the Tier Meeting or Evaluation is Completed?

- a. Parents are requested to attend a follow-up meeting to discuss results of the evaluation, and to share their thoughts and input.
- b. If the test or evaluation indicates that special adaptation or modification is needed, the child may be placed in the Tier System (3-5year old’s) RTI or (Birth-2-year-olds are placed on an IFSP

What Happens After the IEP or IFSP Meeting?

- 1.) Everyone involved with the child work on implementation of the IEP or IFSP
- 2.) Ongoing monitoring of the child’s development.
- 3.) Follow up evaluation.
- 4.) Transition from services.





Mental Health Services

- Head Start supports participants and their families by providing mental health services through a cooperative agreement with Health Connect America Counseling Services.
- Through quarterly classroom observations and teacher's support by a professional mental health counselor, we monitor children's social emotional skills, level of adaptation to school, and provide strategies to deal with behavior difficulties, and self-regulation techniques if needed.
- Counseling referrals for parents, children, and staff on a needs base.
- Conferences and workshops for parents to promote positive mental health.
- Mental Health Referrals for our participants to other programs within our community.
- Head Start implemented a social emotional curriculum called "Conscious Discipline". It is a research informed curriculum that assist with identifying and addressing the social emotional needs of our participants, as well as to promote positive ways of handling intense feelings and stressful situations. This curriculum also has a Parent's Program to use within your homes to promote positive discipline and behaviors.



Education Services

Education Philosophy

We believe children acquire knowledge of their world by actively exploring and manipulating components in their environment. Children are provided a stimulating learning environment that encourages intellectual, social, emotional, and physical development. The indoor –outdoor environment is spacious and designed to be interesting and appealing to young children. A diverse selection of materials and equipment is available which permits the child to learn through active exploration, manipulation, and discovery. Every child is unique, and it is the desire of Fayette County Head Start/Early Head Start/Pre-K to meet each child’s individual needs and respect their temperaments, learning styles and stages of development. The program uses “High Scope Curriculum”, across the Birth -5 program. Our Home Base program uses additional resources such as “Partners for a Healthy Baby” and “Learning Games.”

What is the High Scope Curriculum?

High Scope is a comprehensive, research-based curriculum for infants, toddlers, and preschoolers, which emphasizes “Active Participatory Learning.” Active learning means students have direct, hands-on experiences. The curriculum provides a rich academic foundation for children and foster their creativity, confidence, and independence.

In a High Scope classroom, children explore their environment, engages in social interactions with peers and teachers through meaningful and purposeful play. Children’s interests and choices is at the heart of the curriculum which allows them to **Plan** their day, **Do** it and **Review** it.



The High Scope educational approach is consistent with best practices recommended by the National Association for the Education of Young Children (NAEYC), Head Start Performance Standards, and other guidelines for developmentally based programs.

High Scope focus of the following learning domains and concepts

Preschool Curriculum

- * Approaches to learning
- *Social & Emotional Development
- *Physical & Development
- *Language, Literacy, & Communication
- *Mathematics
- *Creative arts
- *Science and Technology
- *Social Studies

Infant –Toddler Curriculum

- *Approaches to Learning
- *Social & Emotional Development
- *Physical & Development Health
- *Communication, Language & Literacy
- *Cognitive Development
- *Creative Arts



SCHOOL READINESS and HIGHSCOPE CURRICULUM

WHAT IS SCHOOL READINESS?

The Office of Head Start's defines school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning in life. 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 to receive children.

The Head Start Performance Standard requires that every grantee establish and implement school readiness goals in the following domains:

- Approaches to Learning
- Social and Emotional Development
- Language and Literacy
- Cognition
- Perceptual Motor, and Physical Development

The program met the requirements and developed school readiness goals, using the following standards and assessments:

- Early Learning Outcomes Framework birth to five (**ELOF**),
- Child Observation Record birth to 5 (**COR's**),
- Georgia Early Learning Standards for pre-k (**GELS**)
- Georgia Early Learning Development Standards birth to 3 (**GELDS**)

The program also used the HighScope curriculum that aligns with the school readiness goals.





Screenings and Assessments

All children will receive a developmental screening within 45 days of entry into the program. The following areas will be screened: speech, self-help, social/emotional, cognitive development, gross and fine motor skills. In addition to the initial 45 days screenings, the program assesses the child's overall development 3 times a year. Teaching staff and the home visitor will share results during your Parent Teacher Conferences and Home Visits.

The Benefits of Assessments

- It allows the teachers and home visitor to identify the strengths and needs of the child.
- Teachers can gain useful data that enable them to create meaningful lesson plans that support children at every developmental level.
- It allows administrators the opportunity to provide support and training for the teachers/home visitor to support their efforts of meeting the needs of the child.
- It allows the parents to have a greater understanding of their child developmental level.
- It gives parents the tools, and the language to advocate on their child's behalf.
- Information from formal assessments, parent input, teacher observations, and children's work samples are gathered to plan appropriate activities to support individualized learning.

Classroom

The classrooms are designed and equipped for learning and social growth. Each child has an opportunity to work and play in the following learning centers.

- ✚ Housekeeping
- ✚ Blocks
- ✚ Manipulatives
- ✚ Art/Writing Center
- ✚ Music
- ✚ Library
- ✚ Discovery/Science

A child learns best through hands on exploration and discovery, while exploring the inside and outside environments. Going on field trips, nature walks, playing with puppets, cooking experiences, and other hands-on activities are provided.



DAILY SCHEDULE

Early Head Start

Early-Morning 8:00-9:00

Welcome families as they arrive; communicate any important happenings, organize child's belonging; daily health checks; wash hands, prepare family style breakfast; brushing teeth; clean- up; group activities (small or large)

Mid-Morning 9:00-11:30

Spontaneous moments of reading stories, music and movement, finger plays, free art; work areas; snacks, nap on demand; tummy time; outdoor play. group activities (small or large)

Early-Afternoon 11:30-1:30

Center time, spontaneous moments with books, songs, finger play, water play; toileting, potty training; hand washing, family style lunch; clean-up; soft music; toileting, personal hygiene routines; naptime.

1:30-2:30

Prepare for home, toileting/diaper change, face washing, welcome families as they return, communication logs and recall. Bye, Bye Time!

Performance Standards 1304.21 Adopting a Responsive Daily Routine is designed to meet the individual needs of the child. Children have individual rates of development, interests, temperaments, languages, and learning styles. (RDR) allows flexibility in daily schedule and routine. There are designated times for meals, personal hygiene, naptimes, however children sleep, on demand. Daily activities include fine motor, gross motor development, sensory experiences, language development through communication/ baby signs language, puppets, stories, songs and conversation.

Responsive Care Daily Routines

8:00 a.m. – 2:30 p.m.





Blended Head Start/Georgia Pre - K

8:00 - 8:25 a.m.	Arrival/Learning Centers (25 min SPOD)
8:25 - 8:35 a.m.	Clean-up/Handwashing
8:35 - 8:50 a.m.	Large Group (Music and Movement/Story #1/Phonics)
8:50 - 9:00 a.m.	Handwashing
9:00- 9:30 a.m.	Breakfast
9:30 - 9:45 a.m.	Small Group (Individualization/Phonological Awareness) (Fine Motor Development)
9:45 - 10:50 a.m.	Learning Center/ Work Time (65 min SPOD)
10:50 - 11:00 a.m.	Clean-up
11:00 - 11:50 a.m.	Outside Time (Gross Motor/Large muscle development)
11:50 a.m. - 12:00 p.m.	Handwashing
12:00 - 12:30 p.m.	Lunch
12:30 - 12:45 p.m.	Bathroom
12:45 - 1:25 p.m.	Nap Time/Story Time/Quiet time
1:25 - 1:40 p.m.	Bathroom
1:40 - 2:20 p.m.	Learning Center Time (45 min SPOD)
2:20 - 2:30 p.m.	Story Time/Closing Circle/Music/Movement
2:30 p.m.	Departure
2:30 - 3:30 p.m.	Teacher Planning Time/Classroom Clean-up/Set-up for the next day



<u>Head Start</u>	
8:00 - 8:25 a.m.	Arrival/Learning Centers (25 min SPOD)
8:25 - 8:35 a.m.	Clean-up/Handwashing
8:35 - 8:50 a.m.	Large Group (Music and Movement/Story #1/Phonics)
8:50 - 9:00 a.m.	Handwashing
9:00- 9:30 a.m.	Breakfast
9:30 - 9:45 a.m.	Small Group (Individualization/Phonological Awareness) (Fine Motor Development)
9:45 - 10:50 a.m.	Learning Center/ Work Time (65 min SPOD)
10:50 - 11:00 a.m.	Clean-up
11:00 - 11:50 a.m.	Outside Time (Gross Motor/Large muscle development)
11:50 a.m. - 12:00 p.m.	Handwashing
12:00 - 12:30 p.m.	Lunch
12:30 - 12:45 p.m.	Bathroom
12:45 - 1:25 p.m.	Nap Time/Story Time/Quiet time
1:25 - 1:40 p.m.	Bathroom
1:40 - 2:20 p.m.	Learning Center Time (45 min SPOD)
2:20 - 2:30 p.m.	Story Time/Closing Circle/Music/Movement
2:30 p.m.	Departure
2:30 - 3:30 p.m.	Teacher Planning Time/Classroom Clean-up/Set-up for the next day



FAMILY SERVICES

PARENT /FAMILY ENGAGEMENT

The goal of the family services staff is to develop a positive rapport with the families, engaging in mutual trust and respect. Family Services staff assists families in assessing their individual strengths and identifying family needs. Family Services staff refers families to community resources based on the needs identified through the parent's interest surveys and family partnership agreement.

VOLUNTEER OPPORTUNITIES

Volunteers are essential to the overall success of the program. Parents are encouraged to participate in their children learning experiences through volunteering. There are many ways to become actively involved, volunteering in the classroom, sharing special talents, and participating in the decision-making process. Volunteering enriches the classroom experiences for children and provides parents an opportunity to learn about the program, while developing their own skills and knowledge in early childhood education.

Although volunteering is not mandatory for your child participation in the program, it is highly encouraged. Volunteer Kick-Off begins in September, it is important that the children adjust to their new environment before you volunteer.

Examples of Parent Participation

- a) Involvement in the decision-making process that affects the program daily operations.
- b) Being elected to serve on the Policy Council (PC) the Parent Center Committee Meetings (PCCM) and serving on the content areas Advisory Committee (AC).
- c) Participation in fundraisers, and other program activities.
- d) Involvement in the classroom as a volunteer.
- e) Working with children in cooperation with the staff.
- f) Applying for employment with the agency.

Your child's desire for learning increases when you are actively involved.

FAMILY ENGAGEMENT SIGNIFICANTLY INCREASES YOUR CHILD'S CHANCES FOR ACADEMIC SUCCESS!





Parent Rights and Responsibilities

Parent participation and involvement is essential to the success of the program. We believe that parents are the child's first teachers and are valuable contributors to our program. For this reason, we have very high expectations for families.

My Rights

- To be recognized as my child's primary educator.
- To be treated with respect by the program.
- To be welcomed in my child's classroom to volunteer after the first month of enrollment.
- To receive information and guidance about my child's progress and development.
- To participate in discussions about my child's progress and setting goals for my child's learning and development.
- To be supported as an advocate for my child within the guidelines of the program.
- To be informed about resources within the community related to education, health, social services and employment opportunities.

My Responsibilities

- To bring my child to school on time and consistently, and to keep my child home when ill.
- To welcome teachers and staff into my home to discuss my child progress and ways in which I can enhance what my child has learned.
- To accept the program as an opportunity through which I can improve my understanding of my child's development.
- To learn about the program to effectively take part in the decision-making process.
- To take part in the classroom as an observer, a volunteer, or a paid employee.
- To obtain a criminal background check and fingerprinted check if I volunteer consistently.
- To contribute my services toward the enrichment of the program.
- To offer suggestions to the program, defend it against unfair criticism.
- To provide parent leadership, by taking part in elections, to explain the program to other parents, and to encourage participation.
- To work with the teachers, staff, and other parents in a cooperative way treating one another with respect.





Decision-Making Committees

What Is the Policy Council (PC)?

The Head Start Policy Council is comprised of current and former Head Start parents and community representatives. These are elected positions held by the parents.

Policy Council members initiate suggestions and idea for program improvement.

Community Representatives responsibilities are to serve as a link between the agency, community organization, and the school districts.

What Is the Parent Center Committee Meetings (PCCM)

Parent Center Committees is comprised of all Head Start and Early Head Start parents/guardians with children currently enrolled in the program. The purpose of PCC meetings is to provide family members with information, resources, and training to enhance their knowledge and skill sets. The meetings are held once a month, discussion topics are based on the needs identified through the Parent/Family and Community Engagement survey (PFCE).

The Parent Center Committee includes the following elected offices and their duties:

- **PRESIDENT**- Calls the meeting to order, introduces guest presenters. Ensures agenda is adhered to and assist with the planning of monthly meetings.
- **VICE PRESIDENT** – Substitutes in the absence of the President, assists the president as needed.
- **SECRETARY**- Takes minutes during each monthly meeting, Types minutes, sign off on the minutes. Forward copy of the minutes to the Family Services staff to ensure a copy is posted on the parent board and copies are sent home with each child.
- **TREASURER**- Research and make recommendations for fund raisers. Work directly with the Family Services staff on fund raiser projects. Assist with collecting and counting money from specific activities and projects. **(Only as needed).**



What are Advisory Committees?

Each program content area forms a Advisory Committee. The committees are comprised of staff, parents, policy council members, and community representatives. The program has an Education, Health, and Family Services Advisory Committee. These committees meet twice a year, once in the Fall and again in the Spring. The committees assist in reviewing and revising content areas written plans, policy and procedures.

“This is the time to brainstorm together as a team”





TRANSPORTATION SERVICES

Bus Riders Do's and Don'ts

Please follow the regulations for riding the bus to and from the center.

- The bus will pick up your child to and from school daily, unless prior notification is given.
- Children will be picked up and dropped off at designated locations.
- Parents must ensure that only an authorized adult 18 or older pick up each day.
- If there is a change of pick-up or drop-off, a **WRITTEN NOTICE** must be given to the bus monitor, a day in advance.
- Parents must notify the center when a child will not be riding the bus to school.
- Parents must notify the Center Manager a week in advance if they are moving.
- Children must be ready when the bus arrives, the driver nor monitor is allowed to leave the bus.
- If a child misses the bus, it is the responsibility of the parent to bring their child to school.
- Make sure your pick-up roster remains current at all times.
- If a parent or an authorized adult is not at the bus stop, the monitor will return to the center with the child when the route is completed. The Center staff will contact the legal guardian for pick-up.
- If a child is not picked up at the designated time for two (2) consecutive days, a conference will be scheduled before child will be allowed to continue to ride the bus.
- Children must be accompanied by an adult when crossing the street to get on the bus.
- Only Head Start children and volunteers are allowed to ride the bus to and from the center.
- There is no eating or drinking allowed on the bus.
- Toys should not be sent with the child to school.
- All bus riders must wear seat belts.
- Bus privileges may be suspended if failure to comply with the rules and regulations.

Self-Transporters Do's and Don'ts

Please follow the regulation for dropping off and picking up your child from the centers.

- Please park your vehicle in the designated parking areas **ONLY!**
- Do not park in the circular space in front of Bradford I or Carnegie Place, this is for school buses, and daycare vans **ONLY!**
- Do not block other vehicles.
- Turn your engine off, remove your key and lock the doors.
- Do not leave personal items in view (purse, wallet, cell phone, laptop, iPad, and or money).
- Remember not everyone is **HONEST!**
- REACH Services, Inc. is not responsible or liable for items stolen from your vehicles and or damages to your vehicles.
- Do not leave children in the car without proper supervision. **(We will notify DFACS!)**
- Never allow your child to walk in or out of the classroom alone.
- Never leave your child unattended once in the building.
- Allow enough time to sign your child in and out.
- We must have a copy of a valid Picture ID in the child's file.
- We will **NEVER** release your child to a person whose name does not appear on the pick-up authorization list, and who is under the age of 18.
- We will **NEVER** release your child to anyone who appears to be under the influence of drugs or alcohol.

REACH Service, Inc.
Fayette County Head Start/Pre-K

TRANSPORTATION SCHEDULE

Bus Schedule for Carnegie Place

AM Schedule

LOCATION	PROJECTED TIME
Kenwood (Mail Boxes)	7:20 am
Four Seasons (Club House)	7:40 am

* Transportation staff will finalize the route and notify you of the exact pick-up and drop off times*

Bus Schedule for Carnegie Place

PM Schedule

LOCATION	PROJECTED TIME
Four Seasons (Club House)	2:50 pm
Kenwood (Mail Boxes)	3:00 pm



~Two Sculptors~

I dreamed I stood in a studio
and watched two sculptors there.
The clay they used was a child's mind
and they fashioned it with care.

One was a teacher - the tools she used
were books, music, and art.
The other; a parent, worked with a guiding hand,
and a gentle, loving heart.

Day after day, the teacher toiled with a touch
that was careful, and sure.
While the parent labored by her side
and polished and smoothed it o'er.

And when at last, their task was done
They were proud of what they had wrought.
For the things they had molded into the child
could never be sold or bought.

And each agreed they would have failed
If either had worked alone.
For behind the parent stood the school
And behind the teacher, the home.



~Author Unknown~

~Bridging the gap between school and home~

"CHILDREN LEARN WHAT THEY LIVE"



If children live with criticism,
They learn to condemn.

If children live with hostility,
They learn to fight.

If children live with ridicule,
They learn to be shy.

If children live with tolerance,
They learn to be patient.

If children live with encouragement,
They learn to be confident.

If children live with praise,
They learn to appreciate.

If children live with fairness,
They learn justice.

If children live with security,
They learn to have faith.

If children live with approval,
They learn to like themselves.

If children live with acceptance and friendship,
They learn to find love in the world.

~Author, Dorothy L. Noble~



"WHAT MATTERS"



*One HUNDRED years from now...
It will not matter what job I
had, or what kind of car I
drove, or how much money
was in my bank account, BUT
that I made the difference in
the life of a child.*



~Author Unknown~



I'M A HEAD START KID SONG

*Look at me, Look at me,
I'm a Head Start Kid
Look at me, can't YOU see
I 'm a Head Start Kid
And everywhere I go
I want the world to know, that
I'm a Head Start Kid!
I like my colors,
like my letters, like my ABC's
I like my NUMBERS, like my teachers
BUT most of all
"I like Me"
Cause I'm a Head Start Kid!
I'm a Head Start Kid!
I'm a Head Start Kid!*

~ Author Unknown~



[illegible]

REACH Services, Inc.
Fayette County Head Start/Early Head Start/Georgia Pre-K

PARENT HANDBOOK VERIFICATION FORM

This is to verify that I have received a copy of the Parent Handbook:

I, _____ received a copy of the
Parent Handbook for the 20____20____ school year.

Date: _____

Child's Name: _____

Center _____

Teacher(s): _____, _____

Parent/Guardian Signature: _____

(Please remove this form from handbook and return to your child's teacher on the first day of school).

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HERE I COME!