

Community Coordinated Care for Children (4C)



Head Start, Early Head Start,  
Child Care Partnerships (CCP), and Pregnant Moms

# Family Handbook



4C's mission is to be a community leader in providing high quality services that improve the lives of children and families.



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## HEAD START MAKES A DIFFERENCE



### How Does 4C Head Start Make a Difference?

4C Head Start helps to prepare children for success in school and in life. Children receive a positive introduction to education, learn to play with other children, eat a variety of nutritious foods and practice healthy habits.

4C Head Start builds confidence in children and their parents. Parents become involved in their children's education, discover their own strengths, and continue to develop to their fullest potential.

4C Head Start/Early Head Start serves children and families in Orange, Osceola and Seminole Counties.

4C Head Start believes parents are the primary educators of their children. As part of its primary goal to develop confident and capable children, parents and staff create individual education goals for each child to ensure his/her success in our program.

Our classrooms reflect the rich cultures of the families we serve and introduce children to the world around them through active hands-on experiences.

## PROGRAM POLICIES

### Eligibility

Children are registered by providing required information including, but not limited to: age verification of the child, documented verification of family's income, proof of residency, and child's shot records. Registered children are placed on a waiting list. Children are enrolled into the program from the waiting list based on the agency' Priority Weight Scale Selection Process. For a child to be placed on the waiting list the entire enrollment packer must be completed. This includes age verification of the child, documented verification of the family's income, and the child's shot records.



To be eligible for the Head Start or Early Head Start program:

1. Families must reside in program services
2. Children must be three years old for Head Start Preschool and birth to age three for Early Head Start
3. The family's income must not exceed program guidelines.
4. Families must meet program eligibility criteria.

### **Participation in the Pregnant Women Program**

The program strives to improve prenatal, maternal, and child health outcomes, enhance social/emotional and language development, reduce child maltreatment and injury, improve coordination with community resources, and increase school readiness.

4C Family Advocates will provide bi-weekly, 60-minute home visits to each pregnant woman and her family. Home visits will take place in the family's home unless it is requested by the family. In this situation, home visits may take place at a mutually convenient place such as a workplace, library, or neighborhood site.

Home visits provided to pregnant women and their families include education on fetal development, prenatal and postpartum mental health, the importance of nutrition including breastfeeding, the risks of alcohol, drugs, and smoking and the benefits of substance use treatment, labor and delivery, postpartum recovery, parental depression, and infant care and safe sleep practices. In addition, Family Advocates will offer social support and discussion of additional topics that are important to the family.

Family Advocates will also work with pregnant women and their families to complete the Family Outcomes Assessments and develop a Family Partnership Agreement (FPA) that aligns with the family's needs and supports the family's growth. The Family Advocate will provide resources and support the family with reaching their FPA goals.

After a pregnant woman gives birth, the Family Advocate will complete a two-week newborn visit with the family. The purpose of this visit is to answer family questions, discuss the health of mom and baby, and offer resources and support.

The FSU Partners for a Healthy Baby (PHB) curriculum addresses the multifaceted needs of expectant and parenting families. PHB is a "two-generational" curriculum that addresses the needs of both the parents and the child. This curriculum covers a wide array of issues related to Family Development and Family Health and Safety and includes content that addresses Preparing and Caring for Baby/Toddler; and Baby's/Toddler's Development.

When enrolling pregnant women, the program will ensure that it has an appropriate slot open for the baby's enrollment. Once the baby is born, a new eligibility determination is not required for Early Head Start. However, a new application for Early Head Start is required for the baby. The baby must be at least 6 weeks old before enrollment. Family Advocate will work closely with pregnant moms to ensure the baby has placement within 12 weeks of the birth if a space is available



at the site requested. If the parent is requesting CCP, they must complete all school readiness application and eligibility requirements.

### **Fee / Fundraising**

There are no fees for children to attend Head Start/ Early Head Start. All events and activities are provided free of charge to the children and families in the program. There will be **NO** solicitation in the name of 4C Head Start and Early Head Start program

### **Child Custody**

It is our intent to meet the needs of children, especially when the parents may be experiencing life-changing situations such as a divorce, separation, or remarriage. Sharing information about such situations may be helpful to the staff in working with your families and will remain strictly confidential. Staff cannot legally restrict the non- custodial parent from visiting the child, reviewing the child’s records, or picking the child up unless furnished with legally filed, executed and current legible documents. Copies of all court documents must be submitted to the site. Parents are responsible for keeping current/updated information available to Head Start staff. If conflicting court orders are presented, our staff will follow the most recently dated order. In case of extreme conflicts, proper authorities will be contacted. If a parent is listed on a child’s birth certificate, that parent is allowed access to pick up the child and view records even if they are not listed on the enrollment forms or pick up or drop off form.

### **Confidentiality**

State and federal law requires that student education records be maintained as confidential. Individuals having access To confidential information while employed by 4C agency are reminded of their legal obligation to maintain such confidences and they are prohibited from releasing, disclosing, or otherwise disseminating confidential information.

### **Smoke Free- Environment**

The health and well-being of your child is very important to us, which is why all our sites are smoke-free. Smoking and vaping are prohibited in ALL indoor and outdoor spaces utilized by the program. Please refrain from smoking and vaping within sight of children and all parking lots.

### **Lockdown Policy**

The highly unlikely events that an active threat of violence is suspected to exist within or near our site, posing a threat to staff and children, our building will be placed in a lockdown “mode. The staff will lock the doors and place children in the safest place possible in their classrooms or the nearest safe room that can be locked.

Please be advised that for the safety of children during a lockdown, no one will be permitted to enter or exit the building. The building will only be reopened upon direction from appropriate authorities. Once the situation is clear, we will send email/ text message to parents. It is important to keep the most current information on file so you can be notified.



In the event of a disaster, the emergency procedures will be activated. All emergency drills are conducted monthly. If a parent enters the building during a drill or actual emergency, the parents **MUST** stay until that drill or an emergency is complete!

### **Cell Phone Usage**

Appropriate social communication and adult/child interactions are key components in preparing your child for success. Whether you are dropping-off or picking-up your child, when you arrive at Head Start, please turn OFF or MUTE your cell phone. The Head Start teacher's focus is on your child. Likewise, we need your focus to be on signing in or out your child, greeting or saying goodbye to your child and ensuring your child's safety to and from Head Start. To ensure a safe and supportive transition for your child to and from our program, it is required that you refrain from cell phone use during drop-off and pick-up.

## **PARENT CODE OF CONDUCT**

1. Confidentiality must be maintained at all times, for all persons associated with the program.
2. Parents are expected to maintain courteous and respectful relationships with program staff, consultants, parents, guardians, volunteers, children, and other participants. The use of any form of verbal abuse, including swearing, cursing, sarcastic language, threats or derogatory remarks will not be tolerated at Head Start/Early Head Start sites.
3. Threatening employees, children, other parents or adults is not permitted. All threats will be reported to the appropriate authorities.
4. Pursuant to Chapter 386.204, F.S., smoking, including e- cigarettes, is prohibited within the child care facility and in vehicles when being used to transport children. Smoking is prohibited in all outdoor areas, including on field trips when children are in care.
5. 4C Head Start/Early Head Start prohibits the use of cell phones in the classroom; this includes drop-off and pick-up time. (This includes the playground).
6. Please silence your phone while volunteering or at meetings/activities. This includes text messaging.
7. Physical or verbal punishment of your child or other children is not permitted. Parents are always welcome to discuss a behavior issue with the teacher and to seek advice and guidance regarding appropriate and effective disciplinary procedures.
8. Parents/guardians and employees must maintain a professional relationship in and out of the classroom.
9. Please be aware that children model adults. Foul language is inappropriate anytime but especially around young, impressionable children. In addition, adults should also refrain using foul language towards staff members, and/or parents/ volunteers.
10. 4C expect parents to conduct themselves properly. Aggressive, abusive or threatening behavior is unacceptable and may threaten your child's continued enrollment in the program.
11. Parents will not always agree with our employees or the parents of other children, it is expected that all disagreements be handled in a calm and respectful manner and never in the presence of children.
12. Staff support communication among families including non-custodial parents.
13. Appropriate dress is required for a child-centered environment. The following items are not





permitted: offensive articles of clothing, such as slogans promoting the use of drugs or alcohol, profanity, violence, or sexual in nature.

## **PARENT INVOLVEMENT**

Parent involvement is an integral part of a successful program for you and your child. Research suggests that children do better in school when their parents are involved. Parents are welcome in the classroom at any time unless restricted by a court order. Head Start is committed to wellness—supporting a complete vision of health for children, families, and staff. Support services are available to all program participants.

We know that YOU are responsible for your children.  
We know that YOU know your children better than anyone else  
Your child’s success in the Head Start program will depend largely on YOU!

**WE NEED YOU!** With your involvement, you will help make your child’s experience in Head Start the best it can be!

**Together We are Better!**

### **In-Kind Donations**

We are able to offer this program because of the federal funding we receive each year. One of the requirements of receiving these funds is to generate what is called an “In-Kind” match in the amount of 20% of the funding. If we do not account for the In-Kind match, we must return dollars to the government and may receive less money to serve children and families the following year. Parents can help raise the In-Kind match by volunteering in the program in a variety of ways. When a parent attends a 4C Head Start event, spends time in the classroom, helps the program by doing projects at home, and/or helps on a field trip, a form is filled out and signed by the parent that allows us to count the parent’s time as money toward our 20% In-Kind match. We know that parents are helping the program in many ways, and we need to make sure that Head Start receives the credit for all the volunteer work that is performed. We appreciate your help and your valuable time.

Please help us reach our In-Kind match by filling out and **SIGNING** the In-Kind sheets every time you volunteer!

Be sure to ask your home visitor or classroom teacher for the form.

Head Start encourages parents to participate in, and give input into, the development of the program. Opportunities for parent involvement includes, but are not limited to:



	<b>What is it?</b>	<b>When does it take place?</b>	<b>How will I know what to do?</b>	<b>Why should I get involved?</b>
Policy Council	The Policy Council is made up of representatives of parents from Early Head Start and Head Start classrooms, community representatives, and former Head Start parents.	The Policy Council meets once a month during the school year.	Training is provided in the fall. Head Start staff are available to offer assistance as needed.	You will have the opportunity to work with other parents and community representatives to provide input on Head Start activities and program planning.
Family Needs Assessments and Family Goals	The family needs assessments gather information about your family’s strengths and needs. Family Goals are identified, discussed, and supported by Head Start staff throughout the program year.	The Family Needs Assessment is conducted twice a year. A Family Goal is developed with your Family Advocate on an individual basis.	Your Advocate will explain and discuss it with you. You will work with your Family Advocate to obtain resources/ referrals to support you in meeting your needs.	Benefit your family Learn about community resources Work through difficult situations with support...
Parent Meetings	The Parent Meetings is a very important part of the Head Start program. Studies show that children do better in school when their parents are involved in their education.	Parent meetings are monthly.	Your Advocate will explain and discuss it with you. Be in attendance Ask questions.	Learn program information Set topics each month Involvement in child’s educational experience
Family Engagement	Orientation Literacy Days Community Events Policy Council Parent Meetings	Events happen at various times throughout the year: days evenings, weekends, etc.	Check the Parent board in the classroom. Flyers sent home Home Connection activities are sent home weekly via Learning Genie and hard copies	To gain important information & resources to get to know other Head Start families To spend quality time with your child.
Classroom Volunteer	Helping out in different areas of the classroom. Observing your child in class Assisting the teacher with prep materials for activities	During your child’s classroom hours. Volunteers are welcome at any time	Ask classroom teacher Follow daily classroom routines	To support your child in their development. To encourage the importance of education. Support classroom Insight to Policy Council



## Male Engagement

Head Start encourages participation of the males involved in the lives of Head Start children. Our program will make efforts to reach out to and include fathers, supportive male family members, and/or male caregivers in parent engagement activities. Throughout the year, there are numerous opportunities for men to volunteer in the program and provide input on designing special initiatives to improve the interaction of men with children. Men are encouraged to participate with Super Dad's events offered throughout the year. Our program celebrates and enhances the male parenting role by:

- Encouraging responsible fathering/male role modeling;
- Helping children and men relate and correct;
- Educating men about parenting; and
- Creating opportunities for individual and group involvement and leadership.

## Parent Committee Meetings

Parent Committee meetings are organized and conducted by parents. They are held monthly on a regular basis, usually at sites. Parent Committee helps parents collaborate with each other, test ideas and participate in leadership and decision-making experiences. The Parent Committee is a great way to plan, coordinate and organize program activities for parents (with assistance from staff) and to advise staff in the development and implementation of local program policies, activities and services. Policy Council Representatives are elected in the Parent Committee meetings. The Parent Committee meetings are the vehicle of communication from Policy Council to parents.

## Policy Council

What Is It? Policy Council is the parents' way to be involved in the shared governance of the program. This means that the parents/guardians have a voice in major program decisions including such things as recruitment and selection process, personnel policies, budgets, and funding proposals.

### Who Can Come to the Meeting?

Policy Council meetings are open to anyone who would like to come. However, only one elected Policy Council member from each site may vote.

Policy Council meetings are held virtually through a platform that allows you to participate from the convenience of your home once a month.

### What Are the Responsibilities of a Policy Council Member?

- To be informed and keep parents informed about issues facing the Policy Council
- To attend meetings regularly and notify staff in advance if you are unable to come
- To advocate for the best interests of all 4C Head Start families
- To attend Parent Committee Meetings and represent parent concerns to the Policy Council



- To attend trainings and share the information with other parents
- Plan, coordinate, and organize agency-wide activities for parents/ guardians with the assistance of staff
- Be on working committees that help the 4C Head Start Program.

What support will be offered?

- Trainings will be offered for all elected members
- Mileage reimbursement and travel expenses are paid for those traveling to and from meetings
- Parent Training and Education Limited funds are available for parent continuing education such as GED, computer, and other classes. Parents must contact their Family Advocate and express their desire to further their education.
- Parent training/workshops are offered throughout the year directly through Head Start or through partnerships with area agencies. Some parent training is conducted during the Parent Committee meetings. Training and workshops are offered based on interests expressed. In addition, parents are strongly encouraged to attend the training offered to all staff.

## VOLUNTEERING GUIDELINES

**Did you know the time you spend doing educational activities at home with your child helps to fund Head Start?**

Head Start receives funds from the federal government to serve children and families. A requirement of this funding is that we must “match” 20% of the funding with donations of time, supplies, or local funding. So, the time you and your child spend at home on the educational activities that enhance your child’s learning can be counted toward this required match. We call this **In-Kind** hour (meaning donated time).

For more info on using Learning Genie speak to your Family Advocate or check out Learning Genie tutorials on YouTube. <https://www.youtube.com/watch?v=krCUjVhEfKQ>

Ways You Can Help at 4C Head Start and Early Head Start

Participate in Adult Activities

- Attend Parent Committee Meetings and Check-In through Learning Genie
- Help plan and facilitate Parent Committee meetings
- Be a member of the Policy Council and Check-In through Learning Genie
- Help in the office (when face to face volunteering resumes)
- Be a part of policy reviews
- Be a member of the Health Services Advisory Committee (HSAC)
- Complete Home Connections through Learning Genie with your child
- Participate in virtual Male Engagement Events through attendance and project participation



### Help in the Classroom

- Virtually read or tell a story
- Get materials ready at home to bring in for the class to use or take a project home
- Serve food and help clean up after eating (when face to face volunteering resumes)

### Participate in a Recruitment Event

- Office assistance- copying, Sorting, etc.
- Help prepare curriculum materials
- Help with small groups doing an activity
- Help with classroom set-up and / or clean-up
- Share cultural heritage
- Share a skill/ talent

### What's in it for you?

- Learn new skills
- Make new friends, have some fun
- Gain confidence
- Become aware of community resources and build your support system
- Learn job/employment skills
- Help your community be a better place to live

Before you volunteer in the classroom, we make every effort to insure your child is safe while in our care. One way we do this is to require that every person who volunteers in the classroom must complete a Level II background screening. If you are unable to successfully complete a background screening, other opportunities will be made available to you.

Please contact your Site Manager or Family Advocate if you are interested in volunteering with our program.

### How do I document my volunteer time?

We require that all volunteer time be documented. This allows us to count your time toward our Non-Federal Share match.

We collect this information through either Child Plus or Learning Genie by:

- The use of daily sign-in sheets in the classrooms
- The use of sign-in-sheets for parent committee meetings
- The use of sign-in-sheets for field trips
- The use of sign-in-sheets for other committee meetings
- The use of donated goods and services in-kind form.



**While all 4C Head Start models share the same philosophies of parent involvement and curriculum, the Center- Based Model has the following unique characteristics:**

- Two teachers for each classroom
- Two teacher home visits
- Two parent-teacher conferences
- The daily routine of each classroom includes meals, small groups, large groups, story time, music, and outdoor time.

## **EMPLOYEES**

### **Employee Record Checks**

Head Start will conduct a pre-employment background check, including state criminal history and child abuse/dependent adult abuse according to the Florida Department of Children and Family Services Child Care Licensing rules. Federal background check will be completed on all new hires according to the licensing rules.

### **Safety/Security**

Please be advised that all centers are equipped with video cameras with 24-hour surveillance. The classrooms and general walkways areas are viewed as a public safe space for all children and staff. Cameras are equipped to capture video for safety and monitoring. Some of our centers are equipped with keyless entry systems at the doors. Please use your assigned code to enter and only distribute it to those you are authorized to pick up your child. For added security, we also ask that you do not hold the door open for anyone you do not recognize.

## **EDUCATION**

### **Education Program Overview for Early Head Start Children (0-3 Years)**

At our childcare centers, we are committed to providing your child with a nurturing and enriching learning experience. For our youngest learners, aged 0-3 years, we proudly utilize the Frog Street curriculum, a research-based program designed to optimize early childhood development. The Frog Street Infant curriculum emphasizes caregiver-child interactions to foster rich oral language, vocabulary, and strong social-emotional connections. With a focus on activities that can be seamlessly integrated into daily routines, caregivers are equipped to support your child in meeting important developmental milestones.

### **Key Features of Frog Street Infant Curriculum**

- Research-based activities tailored to children aged 0-18 months
- Bilingual program available in English and Spanish
- Easy-to-use activity cards aligned with developmental domains



- Emphasis on physical, cognitive, language, and social-emotional development
- Aligned with Head Start School Readiness Goals
- Embedded with Conscious Discipline for social-emotional development

For children aged 18-36 months, our curriculum transitions to the Frog Street Toddler program, which continues to prioritize early brain development and joyful learning experiences. With activities organized around five developmental domains and differentiated instruction options, toddlers engage in exploratory play that promotes cognitive growth, language development, and social-emotional skills. The curriculum is designed to seamlessly integrate into daily routines, offering children opportunities to learn and grow in a language-rich environment.

#### Key Features of Frog Street Toddler Curriculum

- Activities tailored to toddlers aged 18-36 months
- Emphasis on language-rich environment and physical development
- Cognitive activities to support problem-solving and foundational skills
- Focus on social-emotional development and impulse control
- Available in English and dual language versions

With our comprehensive curriculum for infants and toddlers, we are dedicated to fostering the holistic development of your child, laying the groundwork for a lifetime of learning and success.

#### Education Program Overview Head Start Children (3-5 Years)

We are excited to share with you our selected research-based curriculum, Connect4Learning (C4L), designed to provide your child with a comprehensive and engaging learning experience. Developed with support from the National Science Foundation, C4L aims to nurture your child's growth across four key areas: mathematics, science, literacy, and social-emotional development.

#### Key Features of Connect4Learning (C4L)

- Interdisciplinary approach integrating math, science, literacy, and social-emotional learning Based on research findings highlighting the importance of early academic skills and play in childhood development.
- Addresses concerns about the imbalance of instructional time in preschool, emphasizing math and science alongside literacy.
- Focuses on providing rich and interconnected experiences within each domain, supporting school readiness
- Demonstrates how focused math and science experiences can support the development of all four domains.

At our centers, your child will engage in hands-on activities, play-based learning, and intentional instruction to foster their holistic development and prepare them for success in school and beyond. We are committed to providing your child with a nurturing environment where they can explore, learn and grow every day.





## **FAMILY ENGAGEMENT: HOME VISITS AND CONFERENCES**

We value the partnership between our staff and families, and home visits are an essential part of our program. We encourage you to participate in home visits with your child's teachers and Family Advocate. These visits can be scheduled at a time that works best for you, and we kindly ask for advance notice if rescheduling is needed. Home visits can take place at your home or another agreed-upon location.

Throughout the year, we conduct two home visits and two in-classroom conferences with families. During these meetings, families play a crucial role in establishing their child's school readiness goals, providing valuable information about their child, and receiving updates on their child's development. These discussions help us tailor our approach to meet each child's individual needs and ensure their success in our program. We appreciate your active participation in these meetings as they contribute to your child's growth and development.

## **POSITIVE GUIDANCE PLAN**

Praise and positive reinforcement are effective methods of discipline and positive guidance for children. When young children receive positive, non-violent, and understanding interactions from adults and others, they develop good self-concepts, problem-solving abilities, and self-discipline. Based on this belief of how children learn and develop values, Head Start/ Early Head Start will practice the following Positive Guidance Plan / Discipline Policy.

It is the responsibility of our staff to maintain a safe and orderly environment for each child. In maintaining discipline, no physical punishment, profane language, threats, derogatory remarks, or shaming/put-downs are not allowed. The reinforcement of positive behavior, clear classroom limits, redirection of attention/behavior, and one-on-one interaction by staff are the primary means of classroom management. Serious or repeated behavior problems are always discussed with the child's parent. These guidelines will also be followed during Pregnant Mom's' Home Visits.

### **We will**

- Praise and encourage children.
- Set reasonable limits for children.
- Model appropriate behavior for children.
- Modify the classroom to attempt to prevent problems before they occur.
- Provide alternatives for inappropriate behavior to children.
- Provide children with simple rules and clear directions for following them.
- Treat children as people and respect their needs, desires, and feelings.
- Ignore minor misbehaviors.
- Explain things to children on their level.
- Provide consistency in our positive guidance plan.



**We will not**

- Use any type of physical, threatening, or otherwise abusive behaviors to punish children.
- Shame or punish children when bathroom accidents occur.
- Relate discipline to eating, resting, or sleeping.
- Leave the children alone, unattended or without supervision.
- Inappropriately discipline children.

I understand that I will be contacted immediately if my child's behavior consistently endangers his/her safety or the safety of others. In certain circumstances, short-term suspension or modified schedules may be used to temporarily help a child transition into a classroom easily for program participation to protect the health and safety of child, other children and staff.

I understand the Head Start/Early Head Start staff will do their best to work with my child and my family to make my child's experience a happy one.

As mandated by this statute, all Head Start and Early Head Start employees who have reason to believe that a child is a victim of child abuse or neglect will make a report, staff are trained annually on procedures for reporting suspected child abuse and neglect.

## **INCLUSION SERVICES AND DISABILITIES**

This section outlines the provision of mental health & disability services and support within our program. 4C Head Start/Early Head Start is dedicated to promoting the mental health and well-being of our children and families.

The Inclusion Department provides mental health services through our partner Kinder Consulting and provides referrals for children and families whenever necessary. These services aim to support children in developing behaviors conducive to cooperation, friendship-building, making appropriate choices, and regulating their emotions.

The mental health consultant (Kinder Consulting) is available to assist teachers and parents in fostering positive behaviors and addressing mental health concerns. This consultant collaborates with staff, families, and children to provide guidance and support as needed. Through on-going assessment of children throughout a child's duration within the program, we are able to assess the mental health needs of children. If it is determined that a child could benefit from individual attention, parental permission will be sought before any additional services are offered.

### **Disabilities**

Screening is conducted in various developmental areas to identify children who may require additional support. We work collaboratively with agencies such as Early Steps, Orange County Public Schools, Seminole County Public Schools, and Osceola Public Schools to provide comprehensive services for eligible children with special needs and disabilities. With your cooperation and support eligible children will participate in developing an Individualized



Education Program (IEP) or an Individual Family Service Plan (IFSP) to address their specific needs and integrate them into classroom activities.

If you feel your child could benefit from inclusion services please reach out to your child's teacher or an Inclusion Specialist.

## HEALTH AND NUTRITION

4C Head Start knows how important it is for children to be healthy. Being healthy enables children to reach their potential. A child who is not feeling well is not able to learn.

### Health

4C Head Start requires each child to:

- Complete medical and dental examinations. Following EPSDT/Medicaid Schedule (2, 4, 6, 9, 12, 15, 18, 24, 30, and 36 months) is highly recommended
- Receive follow-up medical treatment as needed
- Maintain current immunizations (required prior to the child's entry into the classroom)
- Complete Lead Screenings (12 & 24 months)
- Receive dental screenings (HS: every 6 months and EHS-CCP: annually)

The 4C Head Start Staff will work with parents to obtain appointments, transportation and medical coverage. Our goal is to provide every child with a "medical home" that will allow access to medical services after the child leaves our program. Parents are involved in their child's health by preparing their children for screenings and exams, giving authorization for their child to receive health services, scheduling and accompanying their children to appointments, and by participating in parent trainings. Healthy habits are established in the classroom with daily tooth brushing and an emphasis on hand washing and education on health and nutrition.

Health Services include:

- Wellness, safety, and nutrition education for families and children
- Vision and Hearing screenings
- Dental referrals
- Assistance in locating a medical home for Well Child medical check-ups and immunization

All medications must be in a prescribed box with a prescription label on it, to be administered to children. (Also, the parent and the Health Specialist must complete the Authorization for Medication Form).

Stay healthy and wash your hands. There may be children who are currently attending your child's center that may not have current immunizations.

As a participant in the program, I understand that my child will receive the highlighted screenings and examinations listed below. I understand that these services have been recommended as



necessary and advisable by the Head Start/Early Head Start/CCP/EXP program for the purpose of determining if additional educational services, support services, and/or therapeutic services are needed to provide a more effective comprehensive program.

I understand that I will sign the consent and signature page consenting to my child receiving a lead screening while I am not present. I acknowledge that the 4C Registered Nurse will clean my child's finger and then prick the tip of it with a lancet (tiny needle) to collect a blood sample. The RN will then use the lead test machine to determine if my child needs to visit their Primary Care Provider due to a high lead level reading. It is my responsibility to follow up with my child's PCP if their lead level is deemed outside of the normal range.

- Developmental Screening
- Vision Screening
- Hearing Screening
- Lead Screening (if applicable)
- Hemoglobin Screening (if applicable)
- Speech /Language Screenings
- Mental Health Classroom Observation
- Height/Weight Measurements
- Dental Screening and Exams (if applicable)

### **Communicable Disease**

Teachers perform health checks on the children each day. If signs of a communicable disease or other illness are observed, the parent will be contacted to pick-up the child immediately. Signs observed may include: fever, rash, diarrhea, vomiting, head lice, scabies, pink eye, impetigo, or ringworm. Head lice, scabies, pink eye, impetigo, or ringworm must be treated. A child must be free of these symptoms twenty-four hours before returning to school. Evidence of treatment must be submitted to the teacher. In cases of communicable disease, see your doctor and follow your doctor's advice. Please do not send your child to school when they are ill.

### **Diapers**

The Head Start/ Early Head start program will provide diapers, pull-ups, and wipes for your child(ren).

### **Nutrition**

At 4C Head Start/Early Head Start, we recognize the critical role of nutrition in fostering the health and well-being of children. Research underscores the significance of a balanced diet in supporting both physical health and cognitive development. To uphold these principles, we ensure that each class day includes nutritious breakfast, lunch, and snacks, with specific meal times outlined in your child's classroom schedule. In line with our commitment to promoting healthy eating habits, we actively discourage the use of food as a form of punishment or reward.

Furthermore, to maintain a consistent environment conducive to health and safety, we do not permit parents, volunteers, or staff to bring food into the classroom. Additionally, any food



provided by the program must remain within the classroom premises. Moreover, we integrate nutrition education and experiences into our classroom activities, thereby reinforcing the importance of making nutritious food choices. This comprehensive approach not only addresses the immediate nutritional needs of the children but also empowers them with the knowledge and skills to make healthy lifestyle choices in the future.

### **Special Dietary Needs**

If your child has any food allergies or dietary restrictions, you must provide a doctor's note or Medical Provider Acknowledgment Form describing the restriction. We accommodate special dietary needs and ensure that all children receive meals that meet their nutritional requirements. Each child's food allergies are posted prominently in the kitchen and classroom and shared with substitutes or volunteers. We maintain written care plans for children with food allergies, including verification of the allergy's severity signed by a doctor and updated emergency contact information. A Nutrition Specialist is available to help you with any questions or concerns about feeding your child.

### **Breastfeeding Support**

Breastfeeding is encouraged and accommodated in our program. We follow strict protocols for the preparation and storage of expressed breast milk to ensure the health and safety of all infants.

### **Height, Weight, and Hemoglobin Monitoring**

We regularly monitor children's height and weight to track their growth and development. Referrals to the WIC program are made for children who qualify for additional nutritional support. We ensure the children's hemoglobin is up to date and provide onsite testing.

### **Family Style Dining**

Children, teaching team members, volunteers, and visitors eat together family-style, promoting social interaction and healthy eating habits. We share the same menu to foster a sense of community and inclusivity. Please do not give your children food to bring in the morning. Gum, candy, juices are not allowed. For Early Head Start, mealtime is also a learning time. Opportunities are available for children to learn feeding skills, practice sitting skills, try new tastes, assist serving and cleaning up after themselves.

### **Child Care Food Program (CACFP)**

Our program participates in the Child and Adult Care Food Program (CACFP), which promotes healthy meals and snacks for children in child care settings. Our menus meet CACFP and USDA guidelines and are designed to provide balanced nutrition for children.

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write: USDA Director of the Office of Civil Rights, Room 326-



W Whitten Building, 14th and Independence Avenue SW, Washington, DC 20250-9410, or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

### **Women Infant and Children (WIC) What is WIC?**

WIC stands for Women, Infants, and Children and is a special supplemental food program for those who qualify. WIC gives special types of food to pregnant and breastfeeding women, infants, and children up to five years of age. Fathers can also bring their children to apply for WIC. WIC also teaches nutrition education classes to participants.

### **How can WIC help my family?**

WIC provides certain nutritious foods for growing families, information on healthy eating, help for breastfeeding moms and babies and referrals to health care.

### **Who Qualifies for WIC?**

To qualify for WIC you must:

- Residential Requirements
- Income Requirements

### **Who Receives WIC?**

- Women who are pregnant, breastfeeding or have recently had a baby.
- Infants who are less than one year of age.
- Children who are between one and five years of age.

### **At the Clinic**

**Income Screening:** When you go to a WIC clinic, you will need to bring proof of your income. This may be a check stub or a letter telling the clinic that you are getting Medicaid, AFDC, or Food Stamps. The clinic will help you if you are not able to supply proof of income.

### **What are WIC foods?**

WIC is a supplemental food program. This means that WIC will give you a part of the foods you and your children need in your diet.

### **Where do I apply for WIC?**

Most WIC clinics are part of the health department. WIC also has special clinics for migrants and Native Americans. To apply for WIC or for more information, call your local health department or (407) 885-1400 (TDD Accessible).



## **TRANSITION SERVICES**

Parents of children transitioning into Head Start from Early Head Start will receive a packet of information that will assist them in preparing for the next placement and answer questions concerning that placement. At 30 months, the transition options are reviewed with the parents. At 33 months all health, nutrition and mental health concerns are addressed. At 36 months a Specialist Review is conducted, Authorization for Release of Information is completed, and parent-child visitation schedules are created.

## **ACTIVE SUPERVISION**

Never Leave Children Unattended! In the car, in the store, on the playground, or ANYWHERE! Using active supervision, our staff ensures the safety and well-being of all children in our care. Staff position themselves strategically to observe all children continuously, actively watching, counting, and listening. During transitions, staff account for each child through name-to-face recognition, visually identifying every child.

Our staff also utilize their understanding of each child's development and abilities to anticipate their actions, intervening and redirecting when necessary. This vigilant approach promotes safe learning environments for children.

At our centers, all Head Start staff, volunteers, and parents share the responsibility of ensuring no child is left unsupervised. Active supervision is a proven strategy applicable in classrooms, family child care, playgrounds, buses and even at home.

To ensure consistent implementation, all staff receive active supervision training at least once annually and during their onboarding prior to their first day in a classroom.

## **RESPECT**

At our centers, we foster an environment of mutual respect between staff, children, and families. We believe in the importance of treating everyone with dignity and kindness. We encourage families and children to demonstrate respect towards our staff, whether it's by listening attentively during lessons, following instructions, or showing appreciation for the efforts of our educators.

Similarly, our staff members uphold the same principles of respect towards children and families. They strive to create a nurturing and inclusive atmosphere where every child feels safe, valued, and supported. Our commitment to mutual respect extends to caring for our environment as well. We teach children the importance of taking care of classroom materials, furniture, and shared spaces, instilling a sense of responsibility and stewardship from a young age. Together, we cultivate an atmosphere where respect is at the core of everything we do.



## ATTENDANCE POLICY

Participation in Early Head Start or high-quality childcare is associated with positive developmental outcomes for infants and toddlers. Regular attendance in early childhood programs promotes better social, emotional, and cognitive development compared to irregular attendance or lack of access to such programs. Attendance is crucial for children in Early Head Start and Head Start programs. According to attendance data, children who miss 10 percent or more of the school year tend to arrive at kindergarten with lower levels of school readiness. Additionally, those who are chronically absent for more than one year are less likely to read proficiently by the end of third grade and more likely to be retained. Establishing a regular school routine provides numerous benefits for your child, including opportunities for peer socialization, academic skill development, structured meal times, and participation in health activities.

While we recognize that sickness or emergencies may occasionally cause absences, we encourage families to schedule appointments and family trips at times that do not disrupt their child's attendance. Your cooperation in ensuring regular attendance will significantly contribute to your child's educational success and overall well-being.

Consistent attendance is essential to your child's progress in school. You must notify our classroom staff if your child is going to be absent within one hour of class start time. Please give the reason for the absence and the return date. Staff are required to call you within one hour of the class start time if they do not hear from you. Parent contact regarding an unexplained school absence will be made via a phone call or a text message using Learning Genie. Reasons for missed classes are recorded daily.

A child who has ten (10) consecutive days of unexcused absences and unwillingness (a pattern of absenteeism) of the participants to change may result in the slot being determined vacant from the program. Your Family Advocate will contact you to discuss the absences if you do not contact us. Please keep us informed of illnesses or emergencies that will prevent your child from attending school. If your child misses school frequently, you will be contacted by your Family Advocate to develop an attendance plan to improve your child's attendance. If a child's attendance does not resume the program may consider this slot vacant. If your child is absent for two consecutive days without notification, has a pattern of irregular attendance, or stops attending a home visit will be conducted by the Family Advocate.

Note: Chronic Absenteeism is defined as an extended period of unexcused absences or a pattern of inconsistent attendance that is negatively impacting the usefulness of the program services to the child or family. When a child misses 10% or more of class **for any reason**, it is considered chronic absenteeism.

### Tardiness & Late Pick-Up

Tardiness is defined as late drop/pick up of 15 minutes or greater from the start or end of scheduled class time. Families and authorized pick-up are required to sign children in/out of the classroom within the designated window. Special circumstances are considered and documented for allowances based on family needs. 1st occurrence of tardiness: with five occurrences of late pick-





up/drop-off within a month will provide family a letter and resources to help families understand the importance of being on time and picking children up on time. The signed letter is uploaded in Child Plus. Second occurrence of tardiness: with three additional occurrences of late pick-up/drop-off family will be put on an action plan. If a child's tardiness does not improve the program may consider this slot vacant. This action is not considered expulsion according to OHS Standard 1302.16(3).

### **Attendance Monitoring**

When the average attendance for an individual falls below 90% the program must analyze the causes of absenteeism. Begin monitoring within the first day of enrollment and ongoing throughout a participant's enrollment.

**1<sup>st</sup> occurrence** of low attendance: Provide an irregular attendance letter to participants to sign along with resources to assist families in understanding the importance of regular attendance. The signed letter is uploaded in Child Plus. Ongoing monitoring will continue for those participants who continue to fall under attendance thresholds.

**2<sup>nd</sup> occurrence** of low attendance: During the second occurrence of low attendance a parent meeting is held and an action plan is established. This meeting and action plan is uploaded in Child Plus. Ensure a documented time line and follow-up action plan. If the chronic (severe) absenteeism persists and the program has made appropriate efforts to reengage the family and attendance does not resume the slot may be considered vacant. If a child's attendance does not resume the program may consider this slot vacant. This action is not considered expulsion according to OHS Standard 1302.16(3).

### **Voluntary Pre-Kindergarten (VPK) Attendance Policy**

Community Coordinated Care for Children, Inc. (4C) Head Start centers offer VPK at the following location:

Midway 4C Head Start Development Center  
Bridget Jones, Site Manager  
2255 Right way Ave. Sanford 32771/ (407) 394- 8769

4C Head Start Palm Plaza  
Sandra Vaughn, Site Manager  
2230 Irlo Bronson Memorial Hwy, Kissimmee, 34741/ (407) 259-6172

Parents/guardians of children enrolled in a VPK class must comply with the VPK Attendance Policy. Your child is enrolled in the Voluntary Prekindergarten program. Because this is a state-funded program, there are rules and regulations set by the State that both the provider and the parents/guardians must follow.





## **Sign-in & Attendance Verification**

Daily: Your child must be signed in upon arrival and signed out at dismissal every day by the adult who drops off and/or picks up. Arrival and dismissal time must be recorded at the time the child enters/exits the classroom. The time and full signature, **NO INITIALS ALLOWED**, be written on the attendance sheet.

Monthly: At the end of each month, you will be required to sign a “Student Attendance and Parental Choice Certificate” that confirms that your child has been in the program during the month and that you wish your child to continue in the program at this school.

## **Attendance/Absence**

Regular attendance is required in the program; if your child misses 10 consecutive days or has a pattern of absences your child’s slot will be considered vacant. It is important that your child attends every day to receive the maximum benefit of the program so your child is prepared to succeed in kindergarten. Classes are Monday-Friday 7:30am to 11:30am for the VPK schedule.

Please note: It is a state requirement that parents/guardians comply with the center’s attendance policy as well as any of its other policies and procedures. The state VPK program allows a center/school to consider a child’s slot vacant if rules are not followed.

## **WEATHER**

4C Head Start/Early Head Start classes will close any time the county school district decides to close public schools, due to inclement weather conditions. If your local school district cancels school, your 4C Head Start/ Early Head Start class will also be canceled.

## **SICK POLICY**

While good attendance habits are important, children do tend to share, so it is vital to keep your child home when he or she is sick, to stop or slow down the spread of illnesses.

If your child has had the following symptoms within 24 hours, please keep him or her home. If your child displays any of these symptoms at school, you will be called to pick him/her up.

Please keep your child or children home if they are not feeling well to include:

- Severe coughing that causes a child to become red or blue in the face, makes a whooping sound, or causes difficult or rapid breathing
- Stiff neck
- Diarrhea (more than one abnormally loose stool within a 24-hour period)
- Temperature of 100.4 degrees Fahrenheit or higher in conjunction with other signs of illness
- Pine eye



- Exposed, open skin lesions
- Excessive wound drainage
- Unusually dark urine and/or gray or white stool
- Yellowish skin or eyes
- Any other unusual sign or symptom of illness
- Lice- your child can return to school after treatment with an anti-lice shampoo

Re-admittance to the site requires the child be symptom-free/treated for 24 hours or cleared by the physician (optional).

If we have a concern about a child's ability to safely return to school after illness or injury, the Health Specialist will request a note from the child's doctor clearing him/her for participation in school.

## **NAPPING**

At our centers, we adhere to the Department of Children and Families (DCF) requirement of providing daily quiet time or napping time for all children. This quiet time is incorporated into their daily routines. We ensure a balance between active play and quiet rest while adhering to their schedule for sleep. While preschool children are not required to sleep, they are encouraged to rest quietly to respect the needs of others who may be sleeping.

Each child is provided with their own cot or crib, and we kindly ask parents to provide a sheet/blanket for their child's comfort. In Early Head Start classrooms, cot sheets are washed on-site once a week or as needed, while Head Start children's blankets and bedding supplies are sent home weekly for parents to wash.

## **PERSONAL BELONGINGS**

Your child will have a designated "cubby" space to store their belongings, including a shelf for their work and a hook for their jacket or sweater. We encourage parents to check their child's cubby each day for any papers or items sent home.

## **DRESS CODE**

Your child's safety and comfort are our top priorities. To ensure they are well-prepared for outdoor activities, please dress your child appropriately for the weather each day. While outdoor play is an essential part of our program, we refrain from outdoor activities during extreme weather conditions. On colder or rainy days, please dress your child in a warm coat and provide them with sunscreen for sun protection. Additionally, sending a light jacket ensures they stay comfortable if the weather changes later in the day.

For their safety, please ensure your child wears closed-toed shoes. Please note that head beads, hoop earrings (studs are allowable), necklaces, and/or acrylic nails are not permitted in our



classrooms due to choking hazards. Our preference is no jewelry due to the risk of it getting lost or falling off and becoming a choking hazard for others.

### **Change of Clothing– Head Start and Early Head Start**

Please bring a change of clothes for your child for both summer and winter. For children who are not completely toilet trained, send two sets of complete changes of clothes. All clothing should be marked with the child’s name. These clothes will be kept in your child’s cubby.

## **CLASSROOM EXPECTATIONS**

Our program maintains a positive and safe learning environment by upholding three key classroom expectations: be respectful, be safe, and be a team player. We emphasize mutual respect among children, teachers, and parents, ensuring everyone feels valued and heard.

Safety is our top priority, and we take proactive measures to create a secure space for all children. We encourage teamwork and collaboration among children, teachers, and families, fostering a sense of community and support within our program.

Furthermore, we strive to promote independence and autonomy among children by arranging all areas of the classroom to support independent work. This approach allows teachers to spend less time managing children and more time facilitating their learning experiences, empowering children to make their own choices throughout the daily routine. By prioritizing independence and collaboration, we aim to create a nurturing environment where every child can thrive and reach their full potential.

## **SUSPENSION AND EXPULSION**

We are committed to providing a safe and supportive environment for all children in our program. When a child exhibits persistent and serious challenging behaviors, we will explore all possible steps to address these issues while ensuring the child's safe participation in our program. Temporary suspension may only be used as a last resort in extraordinary circumstances where there is a safety threat that cannot be reduced by reasonable modifications. If temporary suspension is necessary, we will work with parents and mental health consultants, develop a written plan, provide necessary services, and assist families with accessing appropriate resources. Its important to note that we will never expel or unenroll a child from our program due to behavior issues.

## **GRIEVANCE POLICY**

At 4C, we are committed to ensuring a transparent and fair process for addressing grievances raised by parents and clients participating in our Head Start/Early Head Start program. Our goal is to promptly and effectively resolve concerns, complaints, or disputes to ensure the well-being of children and families. If you have a grievance within the program and feel you can amicably handle the situation, we encourage families to make reasonable efforts to promptly resolve concerns,



maintaining open communication throughout the process with the proper parties. Parents and clients are encouraged to address concerns informally with staff members.

If resolution cannot be achieved, supervisors are available to assist. If issues remain unresolved after informal discussion, parents or clients may submit a formal written grievance to the designated Senior Program Managers or the HS Director. A formal written grievance can be accessed at <https://forms.gle/JQ665TS3CpLWifLb9> or utilize the QR code below. All grievances will be followed up on within 3 business days. The written grievance should include a detailed description of the issue, any relevant supporting documentation, and the desired resolution.



## CONSENT AND RIGHTS

### **Disclosure with parental consent**

I understand that the 4C Head Start/Early Head Start program is committed to maintaining the privacy of my child's information. I understand that the program creates records regarding my child and the services provided to my child. I understand the program may use and disclose my child's information to provide, coordinate or manage his/her health care and any other related services. I understand that the program may disclose my child's information to other providers for purposes related to my child's treatment. I understand that I have the right to review my child's records at any time. I understand that my consent is voluntary and may be revoked at any time.

### **Disclosure without parental consent, but with parental notice and opportunity to refuse**

I understand that the 4C Head Start/Early Head Start program may disclose my child's information without my consent with officials at a program, school, or school district in which I seek to enroll my child or where my child is already enrolled so long as the disclosure is related to the child's enrollment or transfer. I understand that I may have the opportunity to challenge and refuse disclosure of the information in the records.

### **Disclosure without parental consent**

I understand that I give consent for personnel, to review my child's records to comply with auditing



protocols.

I understand that the 4C Head Start/Early Head Start program may disclose my child and family information without my consent to contractors and sub recipients if they are providing services.

I understand that the 4C Head Start/Early Head Start program may disclose my child and family information without my consent with officials from a federal or state entity for the purpose of an audit or evaluation of education or child development programs or for enforcement of or compliance with federal legal requirements of the program, as well as other programs that require grant funds.

I understand that the 4C Head Start/Early Head Start program may disclose my child and family information without my consent with officials from a federal or state entity to conduct a study to improve child and family outcomes, including improving the quality of programs.

I understand that the 4C Head Start/Early Head Start program may disclose my child and family information without my consent with appropriate parties in order to address a disaster, health or safety emergency during the period of the emergency, or a serious health and safety risk.

I understand that the 4C Head Start/Early Head Start program may disclose my child and family information without my consent in order to comply with a court order. I understand the program will make a reasonable effort to notify me in advance of the compliance, unless:

- A court has ordered that the information provided is not to be disclosed.
- The disclosures are in compliance with a court order obtained concerning investigations or prosecutions of an act of terrorism.

I understand that the 4C Head Start/Early Head Start program may disclose my child and family information without my consent to The Secretary of Agriculture or an authorized representative from the Food and Nutrition Service to conduct program monitoring, evaluations, and performance measurements for the Child and Adult Care Food program. The food is catered by our vendor Second Harvest Food Bank.

I understand that the 4C Head Start/Early Head Start program may disclose my child and family information without my consent with a caseworker or other representative from a state, local, or tribal child welfare agency, who has the right to access a case plan for a child who is in foster care placement.

## **Parent Rights**

I understand that I have the right to inspect my child's records.

I understand that I have the right to ask the program to amend information in my child's record that I believe is inaccurate, misleading or violates my child's privacy.

I understand that I have the right to request a hearing to challenge information in my child's record.



I understand that I have the right to a copy of my child's records that have been disclosed to third parties, with my consent, unless the disclosure was for a court that ordered neither the subpoena, its contents, nor the information furnished in response to be disclosed.

I understand that I have the right to review any written agreements with third parties.

I understand that teachers will make 2-3 home visits to discuss my child's progress and to share activities that I can do at home to promote my child's growth and development. I will allow my child's teacher to set these appointments with me at my convenience. The Family Advocate will also do home visits as needed.

I understand that all Head Start/ Early Head Start Employees are mandatory reporters of child abuse, to report **Child Abuse call 1-800 962-2873.**

I agree to strive towards the goals that I have set in my Family Partnership Agreement. I also agree to be available quarterly to complete my Family Outcomes.

I realize the importance of my child attending Head Start/Early Head Start/CCP on a daily basis and maintaining attendance of 90% or above. I will contact the teacher every day that my child is absent due to illness or unforeseen circumstances within the first hour of service time, to be in compliance with DCF standards for attendance and safety purposes. I will contact my Family Advocate if my child will be absent more than 3 consecutive days. If I have any problems or need assistance to assure that my child attend class, these things will also be reported to my Family Advocate. I understand that failure to do any of the items mentioned here may result in possible termination of my child in the 4C Head Start/Early Head Start/CCP Program.

I agree that an adult or someone 16 years of age or older, and listed on the child pick-up sheet, must pick up my child from the center on time. When my child is brought to the center in the mornings, the drop-off procedure for that site will be followed; including the daily parent communication log (if applicable) and the daily sign-in/sign-out sheets. I agree to volunteer in the program. I will provide a background screen as required by the program or I will designate a person to volunteer on my behalf. I will contact my Family Advocate if assistance is needed.

I realize that continuing my education by attending classes sets a good example for my child(ren). To assist 4C Head Start/Early Head Start/CCP in paying for these courses, I agree to complete the *Parent Continuing Education Verification* form and submit all supporting documentation to my Family Advocate. I agree to make every effort to attend other activities offered by the program.

I understand that any information I provide to my Family Advocate, including verbal and written material, will be kept confidential. An exception to the confidentiality policy is if I tell my Family Advocate, I am going to hurt myself or someone else.

**FOR CCP Parents only:**

I understand it is my responsibility to maintain my School Readiness (4C or Childcare subsidy) funding and will report any changes in my employment, household, pregnancy and marital status



to the eligibility personnel for School Readiness, as applicable. I will submit necessary documents to the eligibility staff within the timeframes given to maintain my School Readiness.

I understand that if I lose my School Readiness funding, I have **3 days** to inform my Family Advocate and will make a plan with them to help me become eligible for School Readiness.

I have received a copy of the Program Calendar from my Family Advocate that lists what days the program is closed and open.

I understand that by enrolling in EHS-CCP, I am enrolled in part time School Readiness care. However, when the program is closed, I am entitled to full time (or part time- based on eligibility worksheet) School Readiness and my parent fees will be more as reflected on the certificate from School Readiness.

I understand that I will be required to pay my weekly parent fees or I will risk losing School Readiness.

## **FAMILY ADVOCATES AND FAMILY PARTNERSHIP AGREEMENT**

4C Head Start is committed to supporting your family. We will help you identify your goals and support you in reaching them by using your family strengths. This will reinforce the gains made by your child at 4C Head Start. 4C Head Start Family Advocates are available to help with information and resources. We want to support your own personal growth and independence. Services include:

Home visits by the Family Advocate and/or virtual appointments by video or phone to include but not limited to:

- Help in identifying concerns, needs and goals your family or child may have.
- Encouragement and support for your own efforts to obtain the quality services you deserve.
- Development of goals and strategies that you identify as areas for personal growth.
- 4C Head Start sponsored classes and informative workshops.
- Support for child development and discipline issues
- Literacy funds for GED, ESL (English as a Second Language), computer classes and others.

### **Parent/Guardianships Responsibility**

Understanding all families have strengths and will continue to build on these strengths  
Learning that you have the power to ensure your family's success!

- You are your child's first teacher/expert and will share responsibility for your child's outcomes.

### **Family Advocates Responsibility**

Share responsibility with the family in achieving specific attainable goals by sharing resources and





ideas. Help parents in enhancing their leadership skills to advocate effectively for themselves and their children. Help parents understand their own beliefs about teachers, education, and their role in their child's education.

### **Nondiscrimination Policy**

In accordance with Federal law, this institute is prohibited from discrimination on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Ave. SW, Washington, DC 20250-9410 or call 202-720-5964 (voice and TDD).

### **Parent's Pledge of Cooperation: Head Start and Early Head Start**

1. I will do my best to help my child get the most from the Head Start program.
2. I will make sure that my child attends school every day on time and is picked up on time at the end of class.
3. I will speak to my child directly and listen when my child speaks to me.
4. I will put my cell phone away and keep the television off as much as possible.
5. I will read to my child daily.
6. I will value the items my child makes in school and display them for a reasonable amount of time.
7. I will provide many trips and experiences outside the neighborhood as my time and resources permit.
8. I will attend Parent Committee Meetings and communicate regularly with the teachers.
9. I will show my child that I'm interested in their activities at school by asking questions, listening when my child speaks, visiting the classroom, and getting to know the teachers.
10. I will see that my child leaves for school clean, healthy, and properly dressed.
11. I will read all emails, text messages, and notes sent home from school, and return them with my signature when required. Additionally, I will respond to text and email messages.
12. I will see that my child has dental and medical checkups and receives all his/her immunizations.

### **Pregnant Women Program**

1. I will do my best to help my child get the most from the Early Head Start program.
2. I will make sure that I will be fully engaged with the Family Advocate during out bi-weekly, 60-minute home visit.
3. I will put my cell phone away and keep the TV off as much as possible during home visits.
4. I will work on lesson plan activities between our bi-weekly home visits and complete my Family Outcomes Assessment.
5. I will show my child I'm interested in being responsive to his/her needs.
6. I will see that my child has regular well-baby checkups and receives all his/her immunizations.

**Let's work together to provide a wonderful and productive year for you and your child!**





## PARENT RESOURCES

Health Departments	Services	Contact Information
Orange County	Immunizations, low-cost health services	407.858.1430
Osceola County	Immunizations, low-cost health services	407.343.2000
Seminole County	Immunizations, low-cost health services	407.665.3000 407.665.3700
Crisis/Info Hotlines	Services	Contact Information
Emergency	Fire, police, etc.	<b>911</b>
Florida ABUSE Hotline	Report, child, adult or elder abuse or exploitation	800.962.2873
Osceola Pregnancy	Counseling, baby items and referrals	407.846.9101
JMJ Life Center	Crisis pregnancy center, counseling, baby items, mentoring and educational services	Orange 407.839.0602 Osceola 407.201.5085
Opioid Treatment	Medication assistance treatment	Orange 407.245.0014 Seminole 407.323.2036 Osceola 407.875.3700 Ext 4350
Food	Services	Contact Information
Christian Service Center	Food pantry	407.425.2415
Community Action	Rental, food, energy and prescription assistance	407.836.8484
WIC (Women, Infants & Children)	Nutrition education, and supple- mental food items for a healthy diet	407.343.2085
Christian Sharing Center	Food, utilities, rent assistance, Rx depending on situation and funding	Longwood 407.260.9155 Sanford 407.324.5765
Loaves and Fishes	Clothing, food, medical and educational services	407.886.6005
Legal	Services	Contact Information
Central Florida Legal Society	Free legal services, assistance in housing, public benefits, education and senior concerns	Orange 407.841.7777 Osceola 407.847.0053 Sanford 407.322.8983



Legal Aid	Free help to seniors, family law, landlord and tenant disputes	Orange 407.841.8310 Seminole 407.834.1600
<b>Public Schools</b>	<b>Services</b>	<b>Contact Information</b>
Orange County	Elementary, Middle, and High School Education	407.317.3200
Seminole County	Elementary, Middle, and High School Education	407.870.4600
Osceola County	Elementary, Middle, and High School Education	407.320.0416