



**EARLY CHILDHOOD PROGRAMS  
COMMUNITY ACTION, INC.**

*of Central Texas*

# Head Start Program Parent & Family Handbook



**HEAD START  
ADMINISTRATIVE OFFICES**

**COMMUNITY ACTION, INC. OF  
CENTRAL TEXAS**

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## **WELCOME TO HEAD START!**

Congratulations on your child's selection into the Head Start Program. Your family meets all the Head Start eligibility requirements. Parents are their child's first and best teacher and play a very important role in our program. Children feel valued when their caregivers participate in their education. The Early Head Start and Head Start Program staff is eager to become educational partners with our parents. We continuously work to provide parents with different opportunities to help them to be involved in their child's education.







Head Start believes that parents are a vital part of their children's development, and we are here to help you and your child be successful in school and at home. These goals are attained by the following family, parent, and community engagement practices that include:

1. Age-appropriate education that prepare children for success in school and life experiences.
2. Comprehensive case management and family support services.
3. Interactive literacy activities between parents and their children.
4. Training for parents on how to be the primary teacher for their children and full partners in the education of their children.
5. Parent literacy training that leads to economic self-sufficiency.
6. Volunteer opportunities including Parent Committee and Policy Council.

## **Head Start Loves Volunteers**



The Head Start Program welcomes you to our centers and encourages you to take an active role in your child's Head Start experience. Becoming an active participant in your child's education helps enhance your child's learning and social experience. Here are just a few ways of getting involved at your center and at home:

-  Participate in parent/child activities and center events.
-  Visit with the teacher and help teacher prepare materials for the classroom.
-  Visit with your Family Advocate and your child's teacher.
-  Attend Parent/Child Activities, Parent Education Opportunities, Moms Group, Dads Group and Parent Center Activities/Meetings.
-  Participate in program governance by signing up as a Policy Council Representative.
-  Complete at home activities sent by the teacher and/or Center Director via Learning Genie.

We offer opportunities for you to volunteer from home by completing take-home projects. This works well for parents who work fulltime but still want to help their child's classroom. Please visit your Center Director to learn how to get started!

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# What to expect at your center...

## Site Operations

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### Hours, Days, and Months of Operation

Head Start operates on an August through May school calendar. Early Head Start operates August through July. Sites are open Monday through Friday, except for local school closings, posted holidays and staff development days. Site hours are from 7:30am – 2:30pm, except sites where services are offered in collaboration with school districts.

### Arrival Times

Parents are required to sign their child in on a daily basis. Parents are expected to bring their children to the center between 7:30 am – 8:00 am. Inconsistent routines can make adjustment to group care difficult for children. It is important for children to arrive on time for the following reasons:

1. Teachers plan the children's morning curriculum around this schedule. The drop off routine is an important part of our individualized curriculum, but we also want to ensure that the child benefits from the full schedule of daily activities including time to form friendships and learn social and play skills.
2. Children who arrive late miss important time to start the morning routine with other children. Transitions are easier when children arrive during the scheduled arrival time. Arrival at any other time is often difficult for the young child.



Older children lie down for rest and naps as a group. The child who has slept in and arrives late is “out of sync” with the rest of the group for the remainder of the day and this adjustment can be hard for the child.

### Pick Up Time

Parents are responsible for picking up their child at the site by closing time (2:30 pm at most sites). Dismissal time begins 15 minutes prior to the Site closing time. If the parent cannot pick up the child by 2:30 pm, then the parent must call the site and give the reason why the parent will be late. If the parent fails to pick up the child within 30 minutes after the site closes, the local authorities Police/Sheriff's Office will be called. If a parent is repeatedly late to pick up their child, the parent will be required to meet with program staff to develop a family support plan to address the situation.

### Procedures to Release Children

Children will be released only to persons who are listed on the Child's Emergency Card or legal parents/guardians. Parents must keep this information up to date. If a protective order or child custody/visitation order that specifies a visitation schedule exists, parents must provide a copy to keep in the child's file. Emergency Cards must reflect the current status of all protective orders and safety plans.

If the parent wishes for someone other than the persons listed on the Emergency Card to pick up their child, the parent must call the site and speak to two staff members to let them know who will be picking up the child. Any person that comes to pick up the child must present a photo ID (driver's license, state identification, etc.) when asked. Persons picking up children from the site must be at

least 16 years of age. Children will only be released to professionals or any other individuals with the proper documented authority to do so.

Children will not be released from the site to any person showing signs or acting as if they may be under the influence of alcohol or drugs (red glassy eyes, slurring speech, etc.). Staff will contact another person on the Emergency Card to pick up the child. Staff may call local police or sheriff if needed.

It is Community Action, Inc. of Central Texas Head Start Program's intent to meet the needs of children, especially when the parents may be experiencing difficult situations such as a divorce, separation, or remarriage. Sharing information about such situations may be helpful to the staff (and your child) and will remain strictly confidential.

Our program cannot legally restrict the non-custodial parent from visiting the child, reviewing the child's records, or picking the child up unless we have been furnished with legally filed, executed and current court documents. Copies of all court documents must be submitted to the Center Director/Site Specialist. If the Center Director/Site Specialist is not available, you may submit it to the Family Advocate. In case of conflicts at the site, the proper authorities will be contacted.

## **Attendance**

For children to receive the best early education experience it is important that they arrive on time every day. Children that attend daily have better outcomes than those children who attend only occasionally.



The program attendance policy includes the following:

Attendance is taken daily. All absences are reported. If your child is going to be absent or late, please contact the center within one hour of the program start time.

When the parent does not phone the center within one hour of the program start time and the family is unable to be contacted by phone or text despite repeated attempts by a staff member, the Family Advocate will make a home visit to determine the reason for the child's absence.

If your child misses school often this may result in the child's slot being considered an enrollment vacancy (see below).

- If your child misses 2 school days in a row and you have not contacted the center, staff will complete a Student Family Review to identify ways to reengage the family.
- If your child misses 5 school days in a row and you have not contacted the center, the family is notified of a deadline for the child to return to school.
- If your child misses 10 school days in a row and you have not contacted the center, the slot will be considered abandoned, and the slot will be considered a program vacancy.

## **Transitions**

A 30 Month Transition is completed for all children who are scheduled to age out of Early Head Start on their 3<sup>rd</sup> birthday. To ensure the most appropriate placement and service following participation in Early Head Start, the transition meeting is held with the family at least six months prior to the child's 3<sup>rd</sup> birthday. All families are encouraged to apply for Head Start. The application for Head Start is

valid for the current school year. Head Start selection is not guaranteed and all children will be placed on the Waitlist. In order to provide continuity of care, children that turn 3 during the school year will be able to remain in the center until the end of the current semester if there is not an opportunity to transition into Head Start.

All children must live in the school district that the respective center resides in. If a family moves we will try to accommodate them to another center if there is a slot available. If that is not the case they will be allowed to remain at the current center to finish out a set amount of time that is determined by the ERSEA & Transitions Coordinator.

### **Transportation**

Transportation services are available for students enrolled at Bonham Pre-Kindergarten School by the public school transportation department.

### **Pedestrian Safety**



Safety Education information must be provided to all Head Start Program Parents/guardians and children within the first forty-five (45) days of child's entry into the program.

## **Health and Safety**

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### **Immunization Requirements**




-  All children are required to be up-to-date and remain current or have a valid immunization exemption on file.
-  A current immunization record must be on file at the center.

Head Start follows the recommendations issued by the Center for Disease Control and Prevention. You may request a copy from the Center Director or Family Advocate.

### **Health and Developmental Screenings**

Within the first 45 days of enrollment, all children will be screened for vision, hearing, speech, nutrition, height and weight, and physical and emotional development. The results will be shared with parents and, if needed, a follow up evaluation and a referral for services will be initiated.

In addition to the screenings listed above, the Head Start Program will assist families in completing the following requirements:

-  Physical exam within 90 days of entry into the Site and annually thereafter.  
(Lead screening blood test and a hemoglobin/hematocrit are completed at 12 months; and again at 24 months. If not previously done, children age 3 will complete at time of physical.)
-  TB (tuberculosis) risk screening completed annually on children ages 1 and up. If the child is found to be at risk, a TB skin test is required to show the child is free of TB.
-  Two dental exams each year for children ages 1 and up.

### **Medical Emergencies**

If a serious injury or illness happens while at school or on a field trip, 911 is called and parents are notified immediately.

At enrollment, parents are asked to share any known allergies, existing illness, or any medical conditions or issues a child has. If the child has any issues, an Individualized Health Plan is completed with the parents and appropriate program staff.













## Illness and Exclusion

The Head Start Program follows the Texas Minimum Standards for Child-care Sites requirements to ensure the health of all children.

After the child and parent are greeted, a morning health check is completed. It usually takes less than a minute. The morning health check for each child will be documented daily on the sign-in sheet. In addition, the child is observed throughout the day.

Children are **NOT** permitted in the Sites with any of the following symptoms or illnesses:

-  Fever (oral, armpit, temporal or ear temperature of 100.4° or higher). ***\*Children must be fever free for 24 hours without medication before returning to school.***
-  Uncontrolled Diarrhea
-  Vomiting (2 or more episodes in 24 hours)
-  Rash with fever
-  Lethargy (run down)
-  Abnormal bleeding
-  Mouth sores with drooling
-  Behavior changes
-  Other signs that the child may be severely ill
-  A child with a communicable disease will not be allowed to return to school without a doctor's note releasing the child.












If children develop symptoms while at school, the parents (or those listed on Emergency Contact sheet) will be called to pick up the child immediately. Parents and guardians should have alternate pick up plans in place when emergencies arise. Family Advocates can work with a family to develop a plan.

## Head Lice

If a child is found to have lice, the child's parent or guardian will be notified at the end of the day at pick up. The child will need to be treated and cared for at home immediately. When the child returns to school a staff member will check the child's head in a private area to ensure that the child has been treated. A child is only excluded immediately if there are open sores on the child's scalp.

## Medication at School

If your child requires medication during school, we will give it to them, following these requirements:

-  Medicine must be in original container with prescription label.
-  Medication will be given only as directed on the prescription label.
-  Child's name must match the name on the label.
-  Medication cannot be expired.
-  Possible side effects should be discussed with the teacher.
-  A Medication Authorization form must be completed and signed.
-  Medication is kept in a locked container out of the reach of children unless the medication is a "rescue medication", then it will be kept out of reach of children, but not locked.
-  Medications should never be in child's backpack or diaper bag.
-  At School District sites, Medication is kept and given by the School Nurse.
-  Special containers for medication requiring refrigeration are kept in each Site refrigerator.
-  Non-Prescription items such as lotion, sunscreen, and bug spray require parent permission.

## Emergency Evacuation

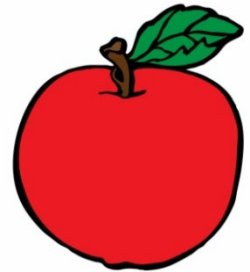
In the event of an emergency, the Emergency Evacuation Plan will be followed (Parents receive a copy at Enrollment). This plan provides details to the parent of the location where children will be taken should the site need to be evaluated. The plan will be followed when there is a serious accident, injury or illness, or during a dangerous event such, as fire or flood. Phone contact will be made as soon as possible and will provide instructions on where to pick up your child. Emergency Evacuation Procedures will be posted at each site. The procedures will include the floor plan of the site and the plan.










## Parental Notifications

Changes in policy, field trip plans, parent meetings, school closings, school and community events etc. will be provided to families by flyers, newsletters, calendars, notes or announcements. Families are also notified by text or email. All notices will be given in the family's native language.


## Meals and Nutrition

Nutritious breakfast, lunches, and snacks are provided for all children.



-  Our child care centers follow the USDA Child and Adult Care Food Program (CACFP) and school district collaborations follow the USDA National School Breakfast and National School Lunch child nutrition programs.
-  Infants are fed on demand. They will receive iron fortified formula or you may bring breastmilk and we will hold it at the proper temperature until feeding time.
-  Mothers have the right to breastfeed their baby at the center, if they choose. Parents have the right to provide the center with breastmilk for their baby while in our care. A comfortable sitting area with an adult sized seat will be made available for mom's that choose to breastfeed on site.
-  Each month your infant teacher will obtain information from you to see what and how your child is eating. We will follow your lead and only serve what you have introduced at home. Complimentary foods are usually introduced to infants around 6 months of age. Once it is time for your infant to start solid foods, your teacher will notify the kitchen. There is a simple menu for infants between 8-12 months that are on solid foods.
-  Toddler- age children start to become independent and begin learning family style dining in their classrooms. There are many benefits to family style dining including the development of social skills, gross motor and fine motor.
-  Head Start children are served meals family-style as well. Head Start children who are part of a school district collaboration are served lunch cafeteria-style.
-  Monthly menus are posted at the center to let parents know what is being served daily.
-  Special dietary needs of children are honored with a note from the child's doctor which must include the following information:
  - the medical or special dietary need that restricts the child's/infant's diet,
  - the food that cannot be eaten,
  - the food substitution to be provided by the Head Start program, and
  - if the food restriction is temporary or permanent.
  - Nutrition education is provided to parents at each center during parent meetings. Parents are also able to receive individualized nutrition education from the Program Nutritionist.
-  There is no outside food and drink allowed in any of the centers at any time.
















-  If a child arrives more than one hour after breakfast is served, then a late breakfast will be served (cereal or cereal bar, fruit, milk).

## **Breastfeeding**

Centers have designated areas for mothers to breastfeed her child. Breast milk may be sent to the center for the child.

## **Infant Safe Sleep**

All staff will follow these safe sleep recommendations of the American Academy of Pediatrics (AAP) and the Consumer Product Safety Commission (CPSC) for infants to reduce the risk of Sudden Infant Death Syndrome/Sudden Unexpected Infant Death Syndrome (SIDS/SUIDS):

-  Always put infants to sleep on their backs unless you provide Form 3019, Infant Sleep Exception/Health Care Professional Recommendation, signed by the infant's health care professional.
-  Place infants on a firm mattress, with a tight-fitting sheet, in a crib that meets the CPSC federal requirements for full-size cribs and for non-full-size cribs;
-  For infants who are younger than 12 months of age, cribs should be bare except for a tight-fitting sheet and a mattress cover or protector.
  - Items that should not be placed in a crib include: soft or loose bedding, such as blankets, quilts, or comforters; pillows; stuffed toys/animals; soft objects; bumper pads; liners; or sleep positioning devices. Also, infants must not have their heads, faces, or cribs covered at any time by items such as blankets, linens, or clothing.
-  Do not use sleep positioning devices, such as wedges or infant positioners. The AAP has found no evidence that these devices are safe. Their use may increase the risk of suffocation.
-  Ensure that sleeping areas are ventilated and at a temperature that is comfortable for a lightly clothed adult. If an infant needs extra warmth, use sleep clothing such as footed pajamas.
-  Place only one infant in a crib to sleep.
-  Infants may use a pacifier during sleep. But the pacifier must not be attached to a stuffed animal or the infant's clothing by a string, cord, or other attaching mechanism that might be a suffocation or strangulation risk.
-  If the infant falls asleep in a restrictive device other than a crib (such as a bouncy chair or swing, or arrives to care asleep in a car seat), move the infant to a crib immediately, unless you provide Form 3019, Infant Sleep Exception/Health Care Professional Recommendation, signed by the infant's health-care professional [§746.2426 and §747.2326].
-  Our child care program is smoke-free. Smoking is not allowed in Texas child care operations (this includes e-cigarettes and any type of vaporizers).
-  Actively observe sleeping infants by sight and sound.
-  If an infant is able to roll back and forth from front to back, place the infant on the infant's back for sleep and allow the infant to assume a preferred sleep position.
-  Awake infants will have supervised "tummy time" several times daily. This will help them strengthen their muscles and develop normally.
-  Do not swaddle an infant for sleep or rest unless you provide Form 3019, Infant Sleep Exception/Health Care Professional Recommendation, signed by the infant's health care professional.

## **Daily Routines**

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### **Arrivals and Separation Anxiety**

Children often struggle to say goodbye to their families when it is time to come to school. All community-based centers open at 7:30 a.m. and parents are encouraged to help their children to

make the transition into school by establishing a routine for drop-off with their children. This may include:

- Parents setting and keeping a regular bedtime so that children consistently get enough sleep each night;
- Parents setting a “get ready for school routine at home” to include children waking up at the same time, brushing teeth, getting dressed, and leaving home at a consistent time;
- Parents reassuring the child that after the child plays at school, has lunch and a nap, the parent will return to pick up the child;
- Parents discussing with the child if someone new will pick the child up from school;
- Parents leaving the center quickly after one final hug. (It is harder for children to see the parent linger in the classroom after saying goodbye.)

## Classroom Activities








Education in the Head Start Program is focused on preparing each child to be successful and kindergarten ready. Our program provides a learning environment and experiences that promote School Readiness for children ages zero-to-five. Learning opportunities are provided based on the individual needs of the child. Activities include parents staying in the classroom for an activity, like to sit with the child for breakfast or to read a book.

Every year our Program establishes School Readiness Goals for all children and their families, closely monitors progress, and offers support through daily routines and experiences. (*School Readiness Goals are available in each Classroom*)

## Daily Routine and Experiences

The daily routine helps young children feel secure and independent. A typical day for a young child consists of routines and experiences that support the Head Start Early Learning Outcomes Framework. They are:

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



Infants and younger toddlers are unique and follow their own feeding and sleeping schedules. The daily schedule for these classrooms are completely based around the needs of the children. Parents can feel confident that their children’s teachers will read books, sing songs, provide enriching toys to play with, and will allow them to eat and sleep when they need to. At this age, teachers will record all wet and dirty diapers and the time the diaper was changed; the food or bottles the child ate or drank, and the child’s mood that day. This information is recorded Learning Genie and available to review daily.

Older toddlers and three or four-year-old classroom's daily routines support the essential components of the Head Start Early Learning Outcomes. A classroom schedule is posted in every classroom. Parents can get a copy from the classroom teacher.

### **Classroom Environment**

Each classroom is an organized play space. It is divided into learning centers that include reading, writing, music and movement, block play, counting and math, sand and water play, drawing, painting, dramatic play, and outdoor discovery learning.

All learning centers have a wide variety of materials that are safe and appropriate for the age of the children and will help them to develop their skills. The classroom environment is assessed daily and weekly to ensure that it is safe, nurturing, engaging, and provides appropriate learning opportunities.

### **Indoor & Outdoor Physical Activity**

Physical activities promote healthy growth and development. It helps build a healthier body composition, stronger bones and muscles. It also improves the child's cardiovascular fitness. Physical activities help in the development of better motor skills and in concentration and thinking skills.

Outdoor learning time is an important part of school readiness. Exploring nature and working towards physical developmental milestones provide excellent opportunities for working towards individualized goals. Daily schedules will include 30 minutes of outdoor learning time in the morning and 30 minutes of outdoor learning time in the afternoon. For infants, Teachers will ensure there are multiple types of equipment/materials appropriate for outdoor infant activities.




Weather Note: Childcare Licensing and Head Start recommends daily opportunities for outdoor play as weather permits. Center Directors are overall responsible for making decisions about allowing outdoor play each day. Center Directors should keep in mind that Childcare Licensing Minimum Standards do not have a minimum or maximum temperature that would not allow outdoor play. Children should have ample opportunity to do moderate to vigorous activities, such as running, climbing, dancing, skipping, and jumping, to the extent of their abilities. These outdoor times can be curtailed somewhat during adverse weather conditions (i.e. extremely windy, rainy, or freezing conditions). If children are having indoor playtime due to extreme weather conditions, the time of indoor activity should be equal to the regularly scheduled outdoor playtime.




To promote physical activities indoors, all classrooms will plan music and movement activities that will be documented on the weekly lesson plan.

Teachers plan this instructional time with activities and toys that tie into the current theme and/or are connected to the children's individualized goals.

Recommended clothing and footwear – Children should wear clothes and shoes that are weather appropriate. Closed toe shoes are preferred as best safety practice while the children learn both indoors and outdoors. Playgrounds have mulch and can be a challenge with sandals and flip flops.




### **Positive Guidance & Discipline Practices**

-  All children are treated with respect with an understanding of each child's development and individual needs.
-  Children are never punished by pinching, shaking, hitting (spanking), biting a child, yelling at, humiliation, or rejection. Withholding food is never used as a punishment.
-  Instead of physical punishment, children are given clear directions and guidance.

-  Teachers provide consistency and encouragement for all children.
-  When behavior is unacceptable, children are helped to understand why the behavior is not allowed and given choices about what is acceptable. The child's age and level of understanding are always considered when guiding behavior.
-  Staff are trained using the Conscious Discipline approach in social-emotional learning and classroom management best practices.

## **Biting**

When caring for infants and toddlers in small groups, the issue of biting commonly arises. However common this issue might be, it deserves attention so this behavior can be appropriately stopped. There are many reasons why infants and toddlers bite. It is a complicated issue with no magic answers or solutions. Teachers and families need to work together to understand any changes or challenges children may be facing that could result in biting behaviors in the classroom or in the home.

-  Families will share information with teachers on how their child shows frustration and teachers will use this information to meet child's individual needs.
-  Teachers will provide active supervision at all times.
  - If there is a biting incident, the teacher will fill out the behavior incident report in Child Plus.
-  If there is continual biting:
  - Teacher will re-examine the prevention strategies to make sure all is being done to minimize a frustrating environment for the child.
  - Teacher will meet with the family to develop a plan to address consistency between center and home.
  - Teacher will keep careful notes to track the progress as biting incidents lessen.

## **Toilet (Potty) Training**

Potty training is an exciting and sometime frustrating process for children and their families. Recognizing the signs of potty training readiness, supporting the child in the process, and setting shared goals for home and school are important for this process.

If a child shows signs of potty training readiness, the teacher, family advocate, and family will meet to set shared goals. In the meeting, the group will review and complete the Toilet Training Contract and will create a schedule. Teachers will review and share a copy of the "Learning to Use the Toilet" and "When Will my Child be Out of Diapers" handouts with the parents. Additional strategies such as common words to use with the child and how to celebrate success will also be discussed.

## **Field Trips**

Field Trips are encouraged to take place throughout the school year as a way to extend learning from the classroom to the community. When taking a trip, children's safety and learning are the two most important factors. Parents will receive notice 48 hours in advance of the field trip. Parents are encouraged to check the parent board daily for notices.

## **Curriculum**

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The Program uses student data, developmental screening data, and classroom observation data to measure student progress and teacher effectiveness. These tools allow the Program to individualized support for children to meet their specific needs and to provide personalized support to teaching staff in their areas of needed growth. The following curriculum are used to support teachers in their instruction of children. They are:

- Frog Street Infant, Toddler, and Preschool – Early Head Start & Head Start Curriculum
- Ready Rosie – Early Head Start and Head Start for family engagement
- Learning Genie – Ongoing Parent Communication – Early Head Start & Head Start

## Services to Children with Disabilities

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Community Action, Inc. of Central Texas - Head Start Program must serve a minimum of 10% of Head Start's total enrollment for children with disabilities and special needs. The Head Start program views inclusion as beneficial to all children. Children learn to accept and be comfortable with individual differences, variety of abilities and cultures when there are opportunities to interact with others.

## Special Events

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### Special Activities

Parents are encouraged to participate in special events at our program sites. Special activities that take place during the regular school day are to promote bonding between the enrolled child and parent.

Parents are encouraged to share in activities that fall outside of the Site's regular hours. These activities include the Fall and Winter celebrations and the Moving-On Celebration at the end of the year.

### Birthday Celebrations

The Head Start Program understands each family celebrates their child's birthday in their own special way. We will recognize birthdays in the classroom however we will not allow gatherings or individual parties in our centers.

## Ways to Support Head Start

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### Policy Council






Policy Council members operate as the voice for the parents who have children currently enrolled in the program. The Policy Council is made up of Head Start parents and community representatives. A Policy Council member and an alternate member are elected from each site and meet once a month. The Policy Council functions as a shared governance board that approves all aspects of the Head Start program, including budgets and procedures of the program.



Policy Council members serve as a link to the parents through Parent Committees who share information with parents. Policy Council members receive training on their roles and responsibilities. For more information on joining the Policy Council, please talk to your child's Teacher, Family Advocate or Site Supervisor.




## **Parent Site Committee**

Parent Site Committees are organized at each site. Every parent who has a currently enrolled child is a member of the Parent Site Committee. Activities for the Parent Committee include:

-  Working with the Policy Council to support overall program operations
-  Identifying parent interests and to assist with planning activities for parents
-  Offering the opportunity to participate in monthly planning
-  Identifying volunteer and community resources that are available to help families
-  Collaborating with local foundations and other organizations to advocate on behalf of families

## **Advisory Committees**

The Advisory Committees are parents and community members who are interested in different areas of the Head Start Program. We encourage you to join one or more of the following committees:

-  Education Advisory Committee
-  Health Advisory Committee
-  Parent, Family and Community Engagement Committee

Talk to your Family Advocate or Center Director to become an active participant.

## **Volunteer Requirements and Volunteer Confidentiality**

Volunteers at the center must complete a volunteer packet & orientation which includes a Volunteer Criminal Background Check. All volunteers are subject to Child Care Licensing Standards and the Head Start Program Volunteer Policies and Procedures including the Volunteer Confidentiality Policy. Other regulations may apply, depending on the activity.

# **Admission and Eligibility**

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## **Admission**

Acceptance and selection into the Head Start Program is based on Head Start regulations and criteria.

## **Operation and Program Procedures**

Parents and Guardians will be notified of changes in program procedures in person and in writing. The Parent Center Board will have updates posted. Center Directors, Family Advocates, or Administrative Staff are available to answer any questions or concerns.

# **Confidentiality & Non-Discrimination Policy Statement**

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## **Confidentiality**

All information that you provide for your child's enrollment/participation in our program is confidential and is seen only by the appropriate Head Start staff. Information will not be released to anyone without a court order or your written permission. The only exceptions are:

- \*instances of suspected child abuse or neglect,
- \*instances of suspected behaviors or threats that pose a danger to yourself or others.

# **Licensing and Regulation**



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## **Licensing Information**

The Head Start/Early Head Start Site's most recent licensing inspection report is posted at each site. Parents may view the Minimum Standards for Childcare Sites by request in the Site Supervisor's office or online at:

<https://hhs.texas.gov/doing-business-hhs/provider-portals/protective-services-providers/child-care-licensing/minimum-standards>.

Parents have the right to call or visit the local Child Care Licensing office at:

1901 Dutton Dr.

San Marcos, Texas 78666

Phone: 512-753-2256

[www.dfps.state.tx.us](http://www.dfps.state.tx.us)

## **Public Acknowledgement of Reporting Child Abuse/Neglect**

The safety of a child is everyone's responsibility. State law requires that staff must report any suspected child abuse or neglect to Child Protective Services immediately. If a teacher or other professional staff suspects that a child has been abused or neglected, they must file a report with a law enforcement agency or Child Protective Services immediately.

In Texas, anyone who suspects that a child is being abused or neglected has a legal obligation to report it. Reports should be made by phone to the Child Abuse Hotline at 1-800-252-5400 or online at <https://www.txabusehotline.org>. Under state law, any person reporting child abuse or neglect is protected from liability unless the report is made in bad faith or with malicious intent. When in doubt, report.

All staff are trained yearly on child abuse and neglect.

## **Standard of Conduct and Ethics**

All parents, staff, consultants and volunteers are expected to follow the Program's standard of conduct. Adults must role model these standards of conduct by respecting the unique identity of each child and family. All adults must:

- Follow Program confidentiality policies concerning information about children, families, and staff members
- Ensure that no child is left alone or unsupervised while under your care.
- Use positive child guidance and discipline.
- Never use Corporal punishment, emotional or physical abuse, use food as reward or punishment, or deny a child's basic needs.

## **Notice of Gang-free Zone**

Under Texas law, any area within 1000 feet of a child-care site is a designated gang-free zone. Crimes committed in these zones that are related to organized criminal activity are subject to harsher punishment.

## **Drug and Alcohol Free Workplace**

Community Action, Inc. of Central Texas properties are declared drug and alcohol-free workplaces. It is prohibited to distribute, dispense, possess, or use controlled substance or alcohol at any site.

## **No Smoking Policy**

Community Action, Inc. of Central Texas does not allow any smoking, vaping, or the use of other tobacco products on its properties.

## **Conflict Resolution Plan between Parent/Guardian & Head Start Program Staff**

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When a parent/guardian, or another family member, has a complaint or a conflict with a Head Start Program staff, the following steps must be taken to resolve the issue.

**Step One:** Respectfully address the issue with Head Start Program staff/Parent Guardian/or a family member. If the issue is not resolved within two business days, move to step two.

**Step Two:** Respectfully address the issue with the immediate Supervisor of staff. If the issue is not resolved within two business days, move to step three.

**Step Three:** Respectfully address issue with Head Start Program Director, Danielle Ramirez. Her email is dramirez@communityaction.com. If the issue is not resolved within two business days, move to step four.

**Step Four:** Address issue with the Executive Director of Community Action, Inc. of Central Texas, Doug Mudd. His email is dmudd@communityaction.com. If the issue is not resolved within two business days move to step five.

**Step Five:** Address issue with Policy Council Chair. If the conflict is not resolved within five business days, move to step six.

**Step Six:** Address issue with Community Action, Inc. Board President. If the conflict is not resolved within 10 business days move to step seven.

**Step Seven:** Address issue with the Office of Head Start Regional Office, Region VI Program Specialist at 214-767-2037.

## **Denial, Suspension and Termination of Services**

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Community Action Inc. of Central Texas may restrict access to Head Start sites of any individuals when their actions pose a risk to the health, safety and wellbeing of any child, staff or client. Head Start Performance Standards\* require programs to severely limit suspension and prohibit the expulsion of CHILDREN due to a child's behavior. However, adults who are responsible for children who display any of the listed behaviors below may be barred from entering the site and participating in program functions. This will also apply to any restrictions placed upon an individual by the school district or any legal authority. The examples provided below are not an all-inclusive list.

\*Head Start Performance Standard 1302.17

**Denial of Services:** An individual and/or a family/household may be denied agency services when:

1. The family/household do not meet the eligibility requirements of the program services they are Applying for.
2. It is discovered that the application for services contains false eligibility information.
3. Due to the limitations of funds.

**Suspension of Services:** Certain parent/guardian behaviors may result in suspension of services for an individual and/or family/household for up to 60 calendar days. In the event that criminal charges are pursued, services will be terminated.

1. Sexual harassment of agency staff or volunteers. Sexual harassment includes any offensive gesture, comment, or innuendo based on gender or sexual orientation.
2. Under the influence of alcohol or illegal drugs in an agency building or during a transport.
3. The possession, solicitation or selling of illegal drugs in an agency building or during a transport.
4. Misuse of agency voucher or funds. The misuse of agency voucher or funds may result in the termination of any financial assistance.
5. Theft or misuse of agency property. As a result of theft, criminal charges may be pursued.
6. Breach of client confidentiality. Breach of client confidentiality includes informing any other person of another client's medical, financial, or social information.
7. Failure to cancel transportation to a medical or dental appointment within 24 hours for a scheduled appointment may result in the suspension of client transportation services.
8. Verbal abuse to agency staff or volunteers. Verbal abuse includes yelling at staff or calling staff names or using foul language by the client or their family members.

**Termination of Services:** The following behavior may result in the restriction of the adult's access to the site.

1. Firearms carried by a client in any agency building or during a transport.
2. Physical assault to agency staff or volunteers. Physical assault includes any bodily harm done by client or their family members to the staff or volunteer. As a result of physical assault, agency staff may pursue criminal charges.
3. Lack of client response to agency requirements for participation in any program.
4. Repeated incidents of any of the behaviors that warrant the suspension of services.
5. Clients have the right to pursue the agency grievance procedures to dispute a determination to deny, suspend or terminate services.

## COVID - 19

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Texas Child Care Licensing and the Office of Head Start govern our facilities. Our policies and procedures may need to be modified by mandates and guidelines from these agencies regarding safeguarding our children and our staff due to COVID-19.