

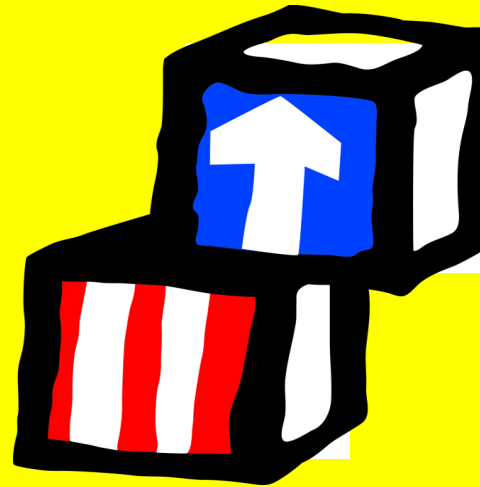


Helping People. Changing Lives.



HEAD
START
WORKS

THE PARENT HANDBOOK 2019 - 2020



FAMILY AND CHILDREN SERVICES

Dear Parents,

Welcome to the Coastal Community Action, Inc. (CCA), Family and Children's Services Program. We are a private, non-profit agency operating federally-funded Head Start and Early Head Start programs in Carteret, Craven, Jones and Pamlico Counties for eligible families with children ages birth through five years old. CCA believes that healthy families are the solid foundation for early childhood development. By offering families assistance, support and stabilization to identify and set goals for economic enhancement, families are able to create a safe, nurturing environment to encourage and promote their children's ability to achieve a head start to be successful in kindergarten and beyond. Our approach stresses the importance of positive parenting, and recognizes parents as their child's first teacher.

Our agency provides comprehensive services to 617 Head Start children and 142 Early Head Start children and their families through center-based or home-based program options. All facilities and personnel meet federal and state licensing requirements. In addition to Head Start, CCA offers private pay and subsidized childcare for toddlers and preschoolers in several of our centers.

To help you understand the important aspects of the program, we have included a wealth of information regarding your rights and responsibilities and our standards and practices in this handbook. Also included is information about parent center committees and the Policy Council. The many ways that you may become involved are discussed in detail. We believe this information will help you feel more comfortable with participating in parent activities.

You have many rights as a parent, with many responsibilities that go along with them. Your direct involvement ensures that our program will be the best that it can be, and will promote your child's growth and development.

We encourage you to visit and volunteer in our centers. We realize the impact that your involvement has on your child's growth, development, and achievements. Without your help and support, it would not be possible for us to have a high quality program that is dedicated to children's healthy growth and development.

Please feel free at any time to speak to your center manager or child's teacher if you have questions, ideas, or comments.

In Service for Children and Families,

Family and Children's Services Team



HEAD START AND EARLY HEAD START

PROGRAM OVERVIEW

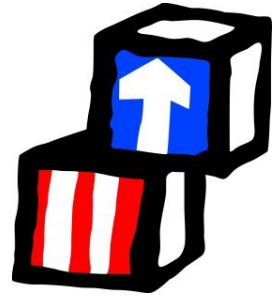
Head Start and Early Head Start are federally-funded early childhood development programs serving eligible children ages 0-5. These programs also serve children with disabilities ages 0-5 and their families. Head Start and Early Head Start are designed to promote school readiness by enhancing social-emotional and cognitive development through the provision of health, educational, nutritional, social and other services that are determined to be necessary based on family needs assessments.

The Department of Health and Human Services reports that Head Start's whole-child program model is not only research-based; it is developmentally appropriate for promoting school readiness and strengthening families. Studies clearly indicate that starting early with high-quality interventions make a difference. Three-year-olds demonstrated statistically significant gains in health, cognition, and social-emotional development and there were significant improvements noted in parenting practices. Four-year olds demonstrated gains in the cognitive and health domains, suggesting that participation in Head Start and Early Head Start is associated with better outcomes for life-long success.

Head Start and Early Head Start are operated on a nondiscriminatory basis, giving equal treatment and access to services without regard to race, color, national origin, sex, religious creed, disability, age, political beliefs or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. A minimum of ten percent of enrollment is mandated to serve children with disabilities.

The federal poverty guidelines are used to evaluate family income. Criteria for selection are approved by the Policy Council each year for selection of children into the program. Points are awarded based on family composition and need, with priority going to eligible families with the greatest need. Families who are experiencing homelessness, have a child with a disability, involved with Temporary Assistance for Needy Families (TANF) or Work First, and foster children are top priorities. Head Start and Early Head Start is a "no-fee" program.





Head Start Center-Based is a federally funded full-day, full-year program serving pre-school children ages three through five years old. There are typically 18 children per classroom with a teacher and a teacher assistant. The Creative Curriculum for Preschoolers is used as the educational curriculum in each classroom. Teachers work with parents and guardians to enhance parenting skills and strengthen family systems.

Early Head Start Center-Based is a federally funded full-day program serving children ages one-two years old. There are eight children per classroom with two teachers. The Creative Curriculum for Infant, Toddler and Twos is used as the educational curriculum in each classroom. Teachers work with parents and guardians to enhance parenting skills and strengthen families.

Home-Based is a federally funded year-round program option within Head Start/Early Head Start that serves infants to five year olds in the family's home. Home visitors work with the parents individually providing activities and ideas for helping children learn, enhancing parenting skills and strengthening family systems. Group socializations occur twice a month to allow children and parents to interact with their peers. A home visitor typically serves 10-12 families.

NC Pre-K is a North Carolina State funded program serving four year olds whose primary focus is on preparing children for kindergarten. A unique opportunity to receive blended services offers the best of Head Start and NC Pre-K. At CCA, we offer a limited number of children dual enrollment in NC Pre-K and Head Start. NC Pre-K is provided at all location Monday - Friday from 8am to 2:45pm to children 4 years of age before 8/31

Child Care Services (CCS) provides childcare for enrolled children at some centers. Parents can either obtain vouchers from the North Carolina State Department of Social Services or pay for services directly. Child Care Services (before and after school) times and days vary by location depending on need and availability of services. Payments are based on hours of care needed.

Case Management offers intensive supports, referrals and resources to assist families with overcoming obstacles that block their ability to move to a level of stability. Workshops and other self-help materials are provided during Head Start Parent Meetings as requested.

Family Self-Sufficiency offers goal setting to families to enhance self-sufficiency and create economic opportunities. Services are comprehensive and include direct financial assistance with job search and job retention, tuition, books and supplies, child care, housing, money management, debt-elimination, work materials, supplies and uniforms, transportation and crisis intervention.



SERVICES



CARTERET

Beaufort Child Development Center

EHS children ages 1 to 2 years Monday - Friday 8am to 3pm
HS children 3 to 5 years Monday - Friday 8am to 2:45pm.
Limited transportation services may be available for HS children.

Newport Child Development Center

HS children 3 to 5 years Monday - Friday 8am to 2:45pm.
Limited transportation services may be available for HS children.

CRAVEN

Duffyfield Child Development Center

HS children ages 3-5 years Monday - Friday 8am to 2:45pm

F.R. Danyus Child Development Center

EHS children ages 1 to 2 years Monday - Friday 8am to 3pm
HS children 3 to 5 years M-F 8am to 2:45pm

Godette Child Development Center

EHS children ages 1 to 2 years Monday - Friday 8am to 3pm
HS children 3 to 5 years M-F 8am to 2:45pm.
Limited transportation services may be available for HS children.

PAMLICO

Pamlico Child Development Center

EHS children ages 1 to 2 years Monday - Friday 8am to 3pm
HS children 3 to 5 years Monday - Friday 8am to 2:45pm.
Limited transportation services may be available for HS children.

JONES

Home Based Program

Serving children birth to five Monday - Friday.
The Home Based Program operated in all counties.

PARTNERING SITES

Havelock Elementary School
Vanceboro Farm Life Elementary School
James W. Smith Elementary School
Serving children between the ages of 3-5 years Monday - Friday 8am-2:45pm.



PARENTS' RIGHTS

As a parent of a child participating in the Head Start/Early Head Start program, we believe that you should expect:

- To be treated with courtesy and respect;
- To be welcomed in the classroom;
- To be informed about community services/resources;
- To participate in a variety of parent trainings/meetings;
- To voluntarily participate in your child's center;
- To be informed about and participate in decisions affecting the planning and operation of the program;
- To be informed about your child's progress;
- To receive guidance from staff regarding child development and activities that can be provided at home;
- To receive language assistance support for Limited English Proficient (LEP) families.



PARENT/VOLUNTEER STANDARDS OF CONDUCT

All parents, volunteers, staff, and consultants must abide by the program's Standards of Conduct, as required by federal regulations. We ask that you:

- Respect and promote the unique identity of each child and family and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, family composition, or disability;
- Follow program confidentiality policies concerning information about children, families, and other staff members;
- Help us ensure no child is left alone or unsupervised;
- Use only positive methods of child guidance and language, and refrain from using corporal punishment, emotional physical, or verbal abuse, bullying, or humiliation. In addition, parents and staff may not employ methods of discipline that involve isolation, the use of food, rest, or physical activity as punishment or reward, or the denial of basic needs.





When you enroll in a Head Start/Early Head Start program, you agree to accept the basic services which we provide. Some services are not optional and are mandated by state/federal laws.

- Parents must ensure that their children attend school regularly and miss no more than two days per month.
- If your child must be absent please contact the center as soon as possible.
- Sign your child into the classroom at every drop off, and sign your child out of the classroom at every pick-up.
- Immediately inform office staff or teacher of any changes in your address, telephone numbers and/or emergency contact people.
- Be on time for bus arrivals and departures. If you transport your child, bring your child to school on time and pick-up your child from school on time. If your child is frequently late, your child may be withdrawn from transportation service.
- While the child is under staff supervision, parents must not physically or verbally punish their own or other program children. The program staff uses classroom management techniques which do not include physical or verbal punishment. Physical or verbal punishment while under our care is forbidden by both federal and state policies. (Standard of Conduct)
- As your child's primary educator, you are expected to meet with your child's teacher four times a year to jointly develop learning goals and review your child's progress (5 times a year for children enrolled in EHS). Two of the meetings occur at your home, and two occur at the center.
- Actively meet with the teacher (or family development specialist) to set goals and work on strategies to enhance and strengthen your family.
- The Head Start/Early Head Start program requires that we enroll and provide services for children with disabilities. If your child is identified as having a special need, and you agree to services, you are encouraged to participate in the IEP/IFSP process.
- Program guidelines require that children receive developmental, behavioral, and speech screening within 45 days of enrollment to determine possible delays in development.
- Program guidelines require that all children have a physical examination on file within 30 days of enrollment. Additionally, physical examinations and immunizations should be updated annually according to the state screening schedule.
- Program guidelines require that children receive vision and hearing screenings according to the state screening schedule. We recommend for your child's physician to complete the screenings and record the results on the Health Assessment form. Screenings must be completed within 45 days of enrollment. Treatment and referrals should be followed-up to enhance child's learning experience in the classroom.
- Dental exams are required for children three-years and older, within 90 days of enrollment. Thereafter, dental exams should occur every six (6) months according to the state screening schedule.

- According to state licensing requirements, children should be excluded from child care development centers if the child has any of the following conditions listed below. Please reference this list for determining when to keep your child home from school and/or reschedule a home or center conference:

Condition	Reasons To Keep Children Home From Child Development Centers and/or Reasons to Reschedule Home Visits
Breathing Problems	The individual has respiratory distress as evidenced by an increased respiratory rate and unresponsiveness to treatment, flaring nostrils, labored breathing or intercostal retractions.
Chickenpox	The individual has known chickenpox or a rash suggestive of chickenpox.
Diarrhea	The individual has a sudden onset of diarrhea characterized by more than two stools above the child's normal pattern and diarrhea is not contained by a diaper or when toilet-trained children are having accidents.
Fever	The individual age two months or older has a temperature of 101 degrees Fahrenheit or higher or the child younger than two months has a temperature of 100.4 degrees Fahrenheit or higher.
German Measles (Rubella)	The individual has not waited seven days after the beginning of the rash. Also, exclude non-immunized children (MMR vaccine).
Health Professionals' written order	The individual has a physician's order that they should be separated from the public.
Hepatitis A	The individual has not waited one week after onset of illness or jaundice.
Impetigo	The individual has not completed 24 hours of treatment.
Influenza	The individual has not been without fever for 24 hours
Lice	The individual has not received treatment recommended by physician and evidence of first treatment is completed with no lice/nits present in hair (i.e: receipt of lice treatment, treatment kit box, doctor's note etc.).
Measles	The individual has not waited four days after the beginning of the rash. Also, exclude non-immunized children (MMR vaccine).
Meningitis	The individual has not been cleared by a health care professional.
Mumps	The individual has not waited at least five days after the beginning of swelling. Also, excluded non-immunized children (MMR vaccine).
Pertussis	The individual has not been taking antibiotic treatment for five days. If left untreated, exclude untreated case for 21 days from the date the cough begins.
Pink Eye	The individual has had a red eye with white or yellow eye discharge and has not completed 24 hours of treatment.
Ringworm	The individual has not started treatment and skin lesion is not covered. (If on the scalp, exclude until 24 hours after treatment has begun).
Scabies	The individual has not completed treatment.
Scarlet Fever	The individual has not received antibiotics for at least 12 hours and a fever is still present.
Strep Throat	The individual has had strep throat, and has not completed 24 hours of treatment and a fever is still present.
Tuberculosis	The individual has not been identified as "non-infectious" by a physician.
Vomiting	The individual has had two or more episodes of vomiting in a 12 hour period.

Referenced Requirements:
 10A NCAC 09 .2404 INCLUSION/EXCLUSION REQUIREMENTS, October 1, 2017
 10A NCAC 09 .0804 INFECTIOUS AND CONTAGIOUS DISEASES, October 1, 2017



PROGRAM GOVERNANCE – Policy Council (PC) has a shared governance role with the CCA Board of Directors in developing, reviewing, and approving policies and procedures for the program. Council composition requires 51% of the members be parent representatives of the Head Start/Early Head Start children currently enrolled in the program. The remaining members are representatives from the community. Parents serving in the capacity of the chairperson and vice chairperson from that center attend the monthly PC meetings. Typically, PC meetings are held once a month; however, the council sets the meeting schedule each year. Reimbursement for travel expenses to attend meetings is made available by submitting a Travel Expense Report or Mileage Form. A Head Start/Early Head Start parent elected as the Policy Council delegate serves for a one year term. A parent may not serve for more than five one-year terms.



IN-KIND CONTRIBUTIONS – Lending your TIME and your SKILLS are very important to us. CCA receives federal grant money administered by the Administration for Children and Families (a part of the Department of Health and Human Services) to operate the program. But in return, we must contribute 20% of that grant money with private donations and/or services. This is known as the non-federal share (NFS). It can be monetary or “in-kind” services, such as donating your time as a volunteer, serving on various committees or donating items. Since federal guidelines require programs to keep records of all in-kind donations, we ask parents to assist in this process. We are not permitted to conduct fundraisers to meet our non-federal share.



PARENT ACTIVITY FUND (PAF) – Funds have been set aside in our program to assist parents with participating in activities related to parent and family engagement. The funds can be used for such things as reimbursement for mileage so that you can attend a parent meeting, or to help your center offer parent trainings. A Travel Expense Report or Mileage Form must be completed for reimbursement. The money can also be used to cover the cost of lodging, meals, registration fees, and travel when a parent attends a Head Start function out of town. When funds are needed the request must be written, signed by the requester, and presented to and approved by the voting members of the Policy Council.



COMPLAINT PROCEDURE

Hopefully, parents and others in the community will always be successful at resolving their concerns or issues with our program or staff. When concerns arise, please follow these steps:

STEP 1: Talk to the person with whom you have the problem. Explain your concern clearly and calmly. Try to have a suggestion as to how the problem can be worked out.

STEP 2: If problem or concern persists, notify the center manager.

STEP 3: Within one week of receiving the concern, the center manager will schedule a meeting with the parent and staff member to seek resolution of the issue and notify the parent, family and community engagement manager of the problem.

STEP 4: If this meeting resolves the problem, the center manager notifies the parent, family and community engagement manager in writing regarding the concern and resolution.

STEP 5: If the problem is not resolved, the center manager notifies the parent, family and community engagement manager, who will schedule a meeting with all parties involved. The deputy program director will be notified of the meeting.

STEP 6: The parent, family and community engagement manager will notify the deputy program director regarding the results of the meeting. If the problem is not resolved, the deputy program director will schedule a meeting with all parties involved.

STEP 7: If the matter is not satisfactorily resolved, the issue will be placed on the agenda at the next regularly scheduled Policy Council meeting. Decisions of the Policy Council are final.



EARLY CHILDHOOD DEVELOPMENT

PHILOSOPHY

To provide children with a variety of learning experiences designed to meet their individual needs. An enriched learning environment encourages each child's social, physical, intellectual and emotional development while reflecting and celebrating the ethnic and cultural diversity of our community. Our education staff members receive ongoing professional development in early childhood education by participating in workshops, trainings and continuing education classes offered by qualified professionals.

Our preschool children will focus on:

- Reading and writing through a variety of meaningful experiences. Instead of being drilled on mere memorization of letters and numerals, children learn to recognize and use written symbols on charts, personal books, pictures, and signs. We encourage children to write, helping them develop a positive attitude about practicing writing.
- Using letters and numerals in many forms, including magnetic, felt, foam and rubber stamps, so that they can handle and create with them regularly. They learn to enjoy books and to recognize their name, and may begin to write it as well.
- Using concepts that are the foundation of mathematics. Children practice classifying, ordering, patterning and counting with many different kinds of materials, and in activities such as games, cooking, making charts and graphs, songs and so on.
- Problem solving as they experiment and explore in our science centers. Activities offer opportunities to try out ideas and experiments, such as making mixtures, testing magnets, and growing plants engage children's minds as well as their hands.
- Using their natural creativity. It is encouraged and supported through drama, art, music and movement. Each day they have an opportunity to use a wide variety of materials to express their creative ideas and feelings such as paints, markers, collage, and musical instruments.
- Developing fine motor skills through the use of construction toys, scissors, pegboards, play-dough, and art materials. Children learn to use their gross motor skills throughout the day (not only during outdoor time), using equipment and participating in activities designed to challenge their coordination and strength in fun ways.
- Independence by making choices and decisions when appropriate. They learn self-help skills as they are always encouraged to do things for themselves. Hand washing, tooth brushing, setting the table, serving themselves at breakfast and lunch, dressing skills, and cleaning up are practiced so often they become routine.



EARLY CHILDHOOD DEVELOPMENT (Continued)

PHILOSOPHY

- Developing positive and constructive relationships with other children and adults. They learn to work together in both small group and larger group activities. The skill of conversation is practiced throughout the day. Daily routines are followed so that children learn to take an active part in routine tasks. Children learn how to resolve conflicts in acceptable ways by learning to negotiate and express feelings in words.
- Beginning to understand differences and similarities among people the world over. Other cultures and traditions are regularly incorporated into the curriculum.
- Developing safety awareness about many topics, including fire, poisons and abuse prevention.
- Developing healthy habits through hand-washing, dental care, and learning about healthy foods. They enjoy activities to learn about good nutrition through food preparation play and gardening.

Our infants, toddlers and twos will focus on:

- Building responsive relationships with caring adults who provide safe, comforting, and healthy environments.
- Increasing motor skills through play by exploring, discovering, participating in family-style dining, and learning about their world.
- Developing language and thinking skills.



Our Early Head Start classrooms have a low staff-child ratio. The classroom teachers plan the daily activities and provide a safe environment where children can learn and grow. Parent volunteers are encouraged to participate in the classroom. Our Early Head Start caregivers are responsive to each infant's temperament, schedule and needs so that infants/toddlers/twos can form secure attachments

SCHOOL READINESS:

School Readiness means that parents and families are engaged in the long-term, lifelong success of their child. Head Start recognizes that parents are their children's primary teachers and advocates. Head Start programs and schools work together to promote school readiness and to engage families as their children make the transition to kindergarten.

The focus of school readiness is to ensure children are ready for school, families are ready to support their children's learning, and schools are ready for children. CCA set school readiness goals that are developmentally appropriate, and are aligned with Head Start Early Learning Outcomes Framework, North Carolina Foundations for Early Learning and Development, Creative Curriculum, and North Carolina Kindergarten Entry Expectations.



WHAT DOES THIS MEAN FOR FAMILIES?

- Head Start communicates with local elementary schools to learn about kindergarten expectations. Early Head Start teams meet with local Head Start teams to learn about the program and goals.
- Families are engaged in planning for children in a meaningful way and are provided information about supporting school readiness at home and in the community and children's progress toward goals.
- Teachers offer high quality adult child interactions supporting children's emotional and intellectual growth on a daily basis.
- Teachers and program staff have well organized learning environments, stimulating and purposeful materials, and management skills that promote social emotional development, guide appropriate behavior, and promote active engagement in learning activities.
- Program uses child outcome and classroom quality data for ongoing monitoring, problem solving, and program improvement.
- Program engages in multiple activities that foster the family school connection, such as discussing concerns, providing information, and connecting families and staff at the next setting.



COASTAL COMMUNITY ACTIONS SCHOOL READINESS GOALS



Social and Emotional Development	Language Development, Literacy, and Communication	Cognitive Development	Health and Physical Development	Approaches to Play and Learning
SE-1 Children form relationships and interact positively with familiar adults and other children.	LDLC-1 Children understand communication from adults and other children.	CD-1 Children use their senses to investigate the world around them.	HPD-1 Children develop and engage in healthy habits.	APL-1 Children show curiosity and interest in the world around them.
SE-2 Children demonstrate a positive sense of self-identity and self-awareness.	LDLC-2 Children <u>intitiate</u> and participate in conversations with adults, other children, and in group settings.	CD-2 Children demonstrate appreciation and self-expression for different forms of artistic expression.	HPD-2 Children develop large and small muscle control.	APL-2 Children engage in increasingly complex play while demonstrating creativity, imagination, and inventiveness.
SE-3 Children identify, manage, and express their feelings productively.	LDLC-3 Children develop an interest in books and reading.	CD-3 Children demonstrate an understanding of relationships and roles within their families, homes, classrooms, and communities.	HPD-3 Children develop an awareness of their needs and communicate their needs.	APL-3 Children try new experiences and use a variety of strategies to solve problems.
SE-4 Children recognize and respond to the needs and feelings of others.	LDLC-4 Children develop book knowledge and print awareness.	CD-4 Children show an awareness and understanding of numbers and quantities during daily activities.	HPD-4 Children develop independence in caring for themselves and their environment.	APL-4 Children demonstrate initiative, maintain attentiveness, and persist at challenging activities.
	LDLC-5 Children use writing skills and writing conventions.	CD-5 Children explore the natural world through observations, object manipulation, questioning, making predictions, and generalizing.	HPD-5 Children develop an awareness of basic safety rules and apply them to daily routines.	
	LDLC-6 Children develop a knowledge of the alphabet.			

WHAT SHOULD CHILDREN WEAR?

We like to have lots of fun – and fun is sometimes messy! Both indoor and outdoor play is provided on a daily basis. Children should wear comfortable, casual play clothes and closed-toe shoes with rubber soles, such as tennis shoes, for all the exploring, running and climbing activities that they will be doing. No flip flops or open-toed shoes. All clothing should be washable since we use sand and water play, and paint on a daily basis. We also go outdoors daily, except when there is an air quality, heat or frostbite advisory, or when there is heavy rain. Please be sure your child brings a jacket and is dressed appropriately for the weather.

Children sometimes have accidents that require a change of clothing. Please send an extra change of clothing (pants, shirt, underpants and socks) labeled with your child's name on each item.

For Early Head Start children, comfortable clothing that is easily managed by the child and promotes ease of diaper changing and/or toilet training is recommended (for example elastic waist bands, snap leg pants).

DIAPERS AND TOILET TRAINING:

An important aspect of Head Start philosophy is that all children's needs are provided for at the center. Diapers and wipes are provided for children during the program day. Children who wear diapers are changed often to ensure they are clean and dry. Ointments and skin preparations such as Desitin ©, petroleum jelly or zinc oxide may be applied only when the child's doctor has prescribed it and written documentation is on file. Soiled clothing will be bagged and returned. For sanitation reasons, staff is not allowed to rinse or wash stool-soiled clothing. Child Care Services is a separate program and diapers/wipes must be provided by parents during these program hours. Supplies brought from home must be labeled with the child's name. For children being toilet trained, teachers and parents will address the introduction and use of appropriate training equipment and appropriate clothing.

SAFE SLEEP AND SIDS RISK REDUCTION:

1. Infants (children under 12 months of age) should always be placed on their backs to sleep.
2. When babies can easily turn from the back to the stomach they can be allowed to adopt whatever position they prefer. However, they initially should be put on their back.
3. Nothing should be placed over the head of the infant when laid down to sleep. No loose bedding, pillows, bumper pads, toys, or stuffed animals should be used in cribs. If it is necessary to use a blanket, only receiving blankets should be used. The receiving blanket should be tucked in at the foot of the crib and along the sides of the mattress. The blanket should not come up further than the child's chest.
4. The temperature in the room should not exceed 75 degrees.
5. Infants should be given daily opportunities to play while positioned on their stomachs.

PREVENTION OF SHAKEN BABY SYNDROME and ABUSIVE HEAD TRAUMA:

The FCSP believe that preventing, recognizing, responding to, and reporting shaken baby syndrome and abusive head trauma (SBS/AHT) is an important function of keeping children safe, protecting healthy development, providing quality child care, and educating families. SBS/AHT is the name given to a form of physical abuse that occurs when an infant or small child is violently shaken and/or there is trauma to the head. Shaking may last only a few seconds but can result in severe injury or even death. Recognizing SBS/AHT occurs when children are observed for signs of abusive head trauma including irritability and/or high pitched crying, difficulty staying awake/lethargy or loss of consciousness, difficulty breathing, inability to lift the head, seizures, lack of appetite, vomiting, bruises, poor feeding/sucking, no smiling or vocalizations, inability of the eyes to track and/or decreased muscle tone. Bruises may be found on the upper arms, rib cage, or head resulting from gripping or hitting the head.

Prevention strategies to assist staff in coping with a crying, fussing, or distraught child:

Staff first determine if the child has any physical needs such as being hungry, tired, sick, or in need of a diaper change. If no physical need is identified, staff will attempt one or more of the following strategies:

- Rock the child, hold the child close, or walk with the child.
- Stand up, hold the child close, and repeatedly bend knees.
- Sing or talk to the child in a soothing voice.
- Gently rub or stroke the child's back, chest, or tummy.
- Try to distract the child with a toy or book.
- Turn on music or white noise.

Prohibited behaviors include, but are not limited to:

- Shaking or jerking a child.
- Tossing a child in the air, into a crib, chair, or car seat.
- Pushing a child into walls, doors, or furniture.

CHILD ABUSE AND NEGLECT POLICY:

All staff of CCA Head Start are mandated to report suspected abuse/neglect of children as stated in federal and North Carolina laws . WE WILL REPORT ANY INCIDENT OF SUSPECTED ABUSE OR NEGLECT TO THE PROPER AUTHORITIES, REGARDLESS OF THE CIRCUMSTANCES OR PARTIES INVOLVED.

All staff are required to attend training that discusses the signs and symptoms that may indicate possible child abuse or neglect. The number to call to report suspected abuse/neglect is 1-800-662-7030 .

SCHOOL BAGS, TOYS, AND VIDEOS:

Children are discouraged from bringing to school items such as toys, purses, jewelry, lunch boxes, and money . CCA is not responsible for lost or missing articles. If a class is having “show-and-tell”, a prior notice will be sent home.

Book bags and backpacks are not permitted on the buses or at centers because they cannot be properly stored. Our regulations define these items as “baggage” and require them to be stored in a separate compartment. Additionally, we also do not use TV's and/or videos in the classroom.



TRANSITIONS:

When your Early Head Start child turns two-years, six-months old (two and half-years-old), you will be contacted by your teacher to plan your child's transition into the Head Start program. As your child prepares to enter kindergarten, you will be asked to sign a release of information form to transfer your child's records to the public school. Your signature to release records authorizes the transfer of education, disabilities, health, and assessment information about your child.

In the event that you move during the program year, please let the new school know your child was in our program and request records from your child's center.

END OF YEAR CELEBRATIONS:

It is FCSP's practice not to offer graduation ceremonies/events at the end of the school year for the children transitioning into kindergarten. This includes no picture-taking of children dressed in a graduation cap and gown at the center. During a graduation event, children are often made to perform or asked to sit quietly for periods of time and attend to the direction of others. This expectation is not developmentally appropriate for Preschoolers. (Taharally, Christina; La Fontaine, Evelyn "Developmentally Appropriate Practice and Preschool Graduation", Young Children, May 2017)



The end of the school year is a time for celebration for young children, their families, and teachers. It's a time to acknowledge all children's growth and development, and celebrate the skills and concepts they have learned. Every year each center sponsors a Fun Day. Center managers, teachers and parents work together to plan activities that not only celebrate the transition, but also are meaningful for children and fun for everyone involved.



CHILDREN WITH DISABILITIES:

Head Start/Early Head Start provides a positive learning experience for all children, including children with disabilities. We encourage full participation in all program activities. A child with a disability receives all usual services and any special services necessary to provide a total learning experience.

Parents take an active role in planning their child's learning experience. Written consent and knowledge of all services needed/provided are required. An Individualized Family Service Plan (IFSP) for infants/toddlers, or an Individual Education Program (IEP) for preschool children, is developed with the parent, teaching staff, and other respective individuals who are working with the child. Parents are a very important member of this team.

CREATIVE CURRICULUM:

Our classrooms use The Creative Curriculum. Preschool children begin each day by planning what they will work on during the day: art, science, music, blocks, puzzles, water and sand play, dramatic play and much more. We strongly believe that children "learn through play" and are developing the skills they need in kindergarten.

With our infants/toddlers staff interact with children by talking and smiling to them, and by reading, holding, cuddling, and rocking. Children are encouraged to explore and interact with their environment.

COLOR ME HEALTHY CURRICULUM:

Teaching staff provide interactive learning opportunities on physical activity and healthy eating. The program is designed to stimulate the five senses: touch, smell, sight, sound, and of course, taste. Color, music, and exploration are used to teach children that healthy foods and physical activities are fun.

SCREENING, ASSESSMENT AND CHILD OUTCOMES:

All children receive a developmental and social-emotional screening yearly to identify any child who might need additional assistance. The results from the screenings will be shared with the parent. Assessment tools help us identify any areas of concern. Classrooms use a developmental continuum to identify what your child can do in the areas of: language development, literacy, math, social-emotional development, approaches to learning, and physical health and development. We complete this assessment on your child three times during the year (four times for EHS). After each assessment, your child's teacher will meet with you to review your child's progress and set individual learning goals with you for your child. Your child's teacher will then use these goals to plan classroom activities.

You will also hear us talk about "child outcomes". We look at the overall progress of children in each of the assessment areas to find out how effective we are in helping your child feel confident, develop an eagerness to learn, and become ready for Kindergarten. When we identify areas for improvement, we offer teachers additional support or buy additional materials for the classroom.

DISCIPLINE AND BEHAVIOR MANAGEMENT POLICY:

Head Start's policy on discipline is that children learn through positive reinforcement and redirection. Discipline is seen as a positive teaching opportunity – not as a punishment. Teachers receive training and direct observations throughout the year in child development and classroom management techniques.



Solving Problems & Resolving Conflicts

1. Approach calmly
2. Acknowledge feelings
3. Gather information
4. Restate the problem
5. Ask for solutions and choose one together

A. General Discipline

1. All staff, volunteers and visitors treat children with respect.
2. No child is restricted from outdoor play, meals, snack, or bathroom privileges for any reason.
3. At no time is any adult or child allowed to humiliate, hit, spank, shake, bite someone, bully, or use any form of physical abuse, emotional abuse or corporal punishment.
4. Our regulations prohibit us from using time out. Behavior management strategies will be utilized when a child has lost control and is in danger of hurting themselves or another. In such instances, a teacher stays with the child in the classroom's designated safe place until the child has calmed down. Then the teacher helps the child figure out an acceptable way to communicate their feelings.
5. Our teachers look at inappropriate child behaviors as an opportunity for learning. They focus on teaching alternative self-regulation and social skills, like taking turns, sharing, asking for help, and working together. Teachers do this through role play, circle time activities and giving children daily opportunities to practice the appropriate skills.
6. Children are expected to remain in the classroom and building unless accompanied by an adult. There are no exceptions to this rule. If this rule is broken, the teacher contacts the parent that day by telephone or note. Staff members are mandated reporters of child abuse and neglect and are responsible for reporting such incidents.

WEATHER CONDITIONS:



CCA will always close when we determine that weather conditions are too hazardous.

An automated telephone message or text is sent to each primary contact for enrolled children to inform the family of weather-related delays and closings.

Tornado drills will be conducted at least twice per year, once in the fall and once in the spring. Actual tornadoes can occur at any point in the year. If a tornado warning occurs in the center your child is located, any person in the center or in the parking lot will be asked to join the staff and children in executing established center procedures until the National Weather Service lifts the tornado warning.



CHANGE OF ADDRESS OR TELEPHONE:

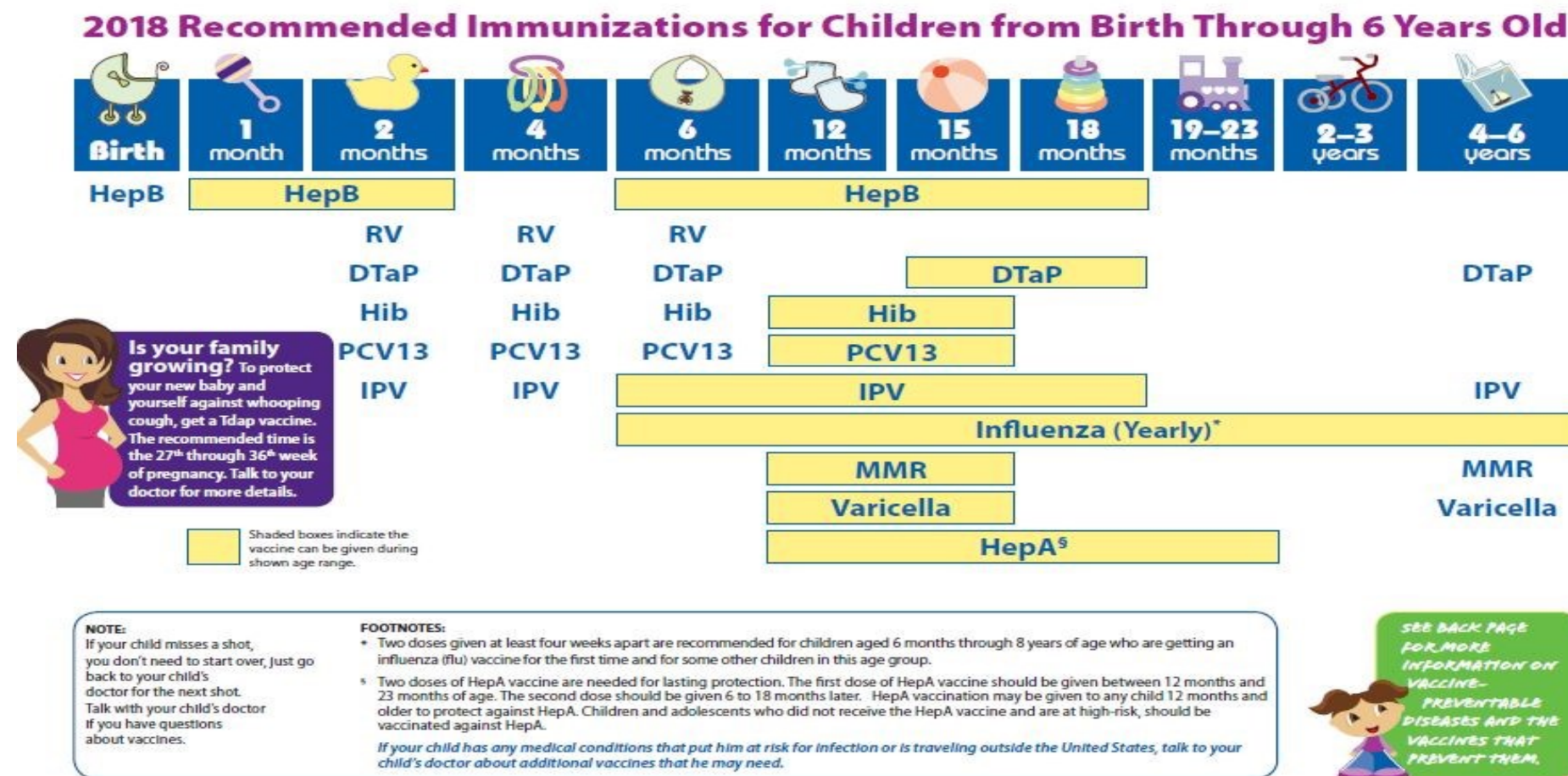
If your telephone number or address should change, please contact your center or home visitor immediately. Having updated addresses and telephone numbers enables us to reach you for emergencies. Head Start MUST have a working telephone number for every child. If you do not have a telephone, provide us with the nearest phone number of a friend, relative, or neighbor who can contact you.

HEALTH SERVICES

The focus for health services in Head Start is on early preventive health care and early intervention to address health needs. Much of the foundation for children's further growth and development is already established by the time they are six years old. We want to help you and your child to be as healthy as possible and to establish an ongoing source of continuous, accessible medical and dental care.

IMMUNIZATIONS

All children are required to have up-to-date immunizations. It is important that your child receive the appropriate immunizations in a timely manner. Refer to schedule below:



For more information, call toll free
1-800-CDC-INFO (1-800-232-4636)
or visit
www.cdc.gov/vaccines/parents



U.S. Department of
Health and Human Services
Centers for Disease
Control and Prevention



American Academy
of Pediatrics
DEDICATED TO THE HEALTH OF ALL CHILDREN™



PHYSICAL ASSESSMENTS:

Children between the ages of one month and 18 months, need well child visits every few months. Children two years of age and above, need annual well-child visits. At home visits and center conferences staff will discuss the child's health status, which includes height, weight, immunizations, physical and dental care. Visit wellvisitplanner.org for additional information and resources on what to expect at your child's well child visit.



DENTAL CARE:

Children three years of age and older must receive a dental exam at least annually (twice a year is recommended). Mobile dental buses on occasion schedule visits at some of the Child Development Centers and provide dental health care services. Advance notice will be provided so that parents can sign forms that authorize the screening or exam.

Dental care is part of health education. Children are instructed on proper tooth brushing and instructed to brush their teeth daily in the classroom using fluoridated toothpaste. Fluoride toothpaste is used to promote effective oral health hygiene, reduce cavities and protect your child's tooth enamel. Toothbrushes are provided for each child and stored in a sanitary manner. Parents are encouraged to establish a dental home. Once a child is three years old, regular 6-month dental exams are necessary. Parents are responsible for their child's dental care and are encouraged to follow through with recommended treatments.

MEDICAL AND DENTAL HOME:

It is important for your child's health that a relationship is established with a health care and dental provider. Upon entry into the program, if you have not found a doctor and dentist for your child, the teacher will assist you.



SENSORY SCREENINGS:

Children must also be screened for hearing and vision as well as behavioral and developmental. If a child enters the Head Start program without any of these screenings, we will conduct screenings on site. We will review all screening results and recommend follow-up when needed.

Advance notice of health services and sensory screenings are given so that parents may sign forms that clearly authorize the exam or procedure. Results are shared with you. If further evaluation is needed, the teacher assists parents in making arrangements.



HEALTH HISTORY AND MEDICAL NEEDS:

It is very important the staff know about any health problems your child may have. Be sure that all necessary health forms are completed accurately and fully. If your child has a chronic health condition, food allergy/intolerance or needs medication administered at the center, we are required to have proper documentation. This documentation allows us to respond to a child's needs as prescribed by their doctor. The child with a medical need will not be allowed to attend the class until proper paperwork is received and medication is at the center. Please note that if your child's medication is not picked up within 72 hours from the date your child withdraws from the program, center staff will dispose of your child's medications according to

Medication Administration program procedure.

HEALTH EDUCATION:

We provide a variety of medical, dental and nutritional assistance, including health education materials and parent workshops based on parents' needs, during trainings and during parent meetings.

SICK CHILD POLICY:



If a child becomes sick at school, s/he is provided with a cot and blanket and is allowed to rest in a designated area. No child will be left alone or unsupervised. Parents are called immediately to pick up their child. The child may return to the center when all signs of illness have disappeared. If a child's temperature is above 101 degrees Fahrenheit for a child two months or older or for temperatures above 100.4 degrees Fahrenheit for a child younger than two months a child cannot return until the temperature has returned to normal for at least 24 hours. A written physician's release may be requested. If a parent cannot be reached, an adult listed on the emergency card will be contacted.

Parents of children in the center will be notified of exposure to a communicable disease by written notice.

Children at Head Start play outside every day, weather permitting. If a child is too sick to go outside, then s/he is too sick to come to school. An exception may occur only upon a written request from your child's medical provider. Procedures are in place to ensure the health and safety of children by sanitizing common areas, equipment and toys used by children.

MEDICAL CONDITIONS:

When a child has been identified with a medical condition by the parent and medical provider, the Medication Administration and Child Care Plan must be completed and signed prior to the child's first day at school. If the Medication Administration and Care Plan or allergy/nutrition plan is not on site the first day of school, the child will not be able to attend the center. This ensures that if any emergencies arise, staff will care for your child according to the physician's instructions. If a child is diagnosed with a medical condition after the first day at school, the Medication Administration and Child Care Plan must be completed and signed prior to the child returning to school. Staff follow the care plan according to the steps detailed by the medical provider.

SMOKE-FREE ENVIRONMENT: Ample research has demonstrated the health hazards associated with the use of tobacco products including smoking and breathing second-hand smoke. All CCA child development centers and parking lots are **t o b a c c o f r e e**, and in the best interests of children, all employees and the general public are prohibited from the use of tobacco products on those properties in CCA vehicles, and even in your own vehicle while on CCA grounds. This also applies to all CCA program-sponsored activities or meetings. Parents are encouraged to serve as models for good health practices.



EMERGENCY PROCEDURES:

CCA is dedicated to providing a safe and welcoming environment for families and children. Each child development center has a site-specific emergency procedure in place to cover potential safety, weather, and evacuation concerns. Each center's staff have worked with their local emergency management personnel to develop emergency procedures. Emergency procedures are posted in office areas and in each classroom. Parents are advised to make themselves aware of the established emergency procedures. Emergency procedures are reinforced with the children by staff through the classroom curriculum and regular evacuation drills.

Fire drills will be conducted monthly. Emergency evacuation drills will be conducted to one of three locations: within the center's neighborhood, out of the center's immediate neighborhood, and out of the center's town. Parents will be informed of center practices that occur away from center grounds.

Center staff are trained in First Aid and CPR. A First Aid Kit is clearly marked and kept in each classroom and on each bus. Parents are also advised to make themselves aware of the location of First Aid Kits.

CENTER INTRUDER ALERTS:

An intruder is defined as any individual who, through act or deed, poses a perceived, attempted, or actual threat to the safety and welfare of children and staff. If any of our child development centers are faced with the threat of an intruder entering the facility, center personnel will initiate lockdown procedures. Safety drills to practice lockdown procedures will be scheduled at unannounced times at least twice per year at the discretion of the center manager. Parents should not try to enter the facility during a lockdown or lockout and may be kept away from the child development facility until authorities determine it is safe.

NUTRITION:

During the course of the program day, all children are served breakfast and lunch with snacks provided in the afternoon as required with the school day extending to 6 hours. Coastal Community Action participates in the Child and Adult Care Food Program (CACFP) administered by the USDA's Food and Nutrition Service. Through this program, healthy and nutritious meals and snacks are offered to help children grow and develop to their fullest potential. Food is not used as a punishment or a reward.

Meals are served "family style" with staff and children eating together to enjoy a pleasant and relaxed mealtime. Children will engage in conversations with both adults and classmates. Menus are planned to allow children to develop skills for spreading, pouring, spearing, ladling and cutting a variety of foods. Preschoolers serve themselves and pass food to each other. Mealtime can build confidence through setting the table and clearing their own places after finishing meals. Children also learn to work cooperatively, to practice math skills, and to develop the hand-eye coordination needed for writing. Foods from other cultures are planned for children to experience a variety of ethnic dishes. Teachers serve as good role models using appropriate table manners and talking in a positive manner about the food served.

Parents are encouraged to make arrangements to attend a meal time with their child. Your child's teacher can help you make these arrangements. "Family style" dining can extend into the home to provide many benefits for the family. One of the most important lessons a child will learn is healthy eating habits.



FOOD ALLERGIES:

Children with food allergies, disabilities or special dietary needs will be required to provide medical documentation prior to the child's first day of attendance. Substitute food items will be made available to the child in these circumstances. A doctor should indicate in writing the food to omit and an acceptable substitution within the same food group. Food preferences that are religion based will be honored.

All of CCA's child development centers observe and adhere to a "No Nut" practice.

MONTHLY MENUS:

Menus that are planned by a Registered Dietitian are sent home to parents in advance and are posted in the front section at each center. Classroom nutrition education activities are planned to help children accept new foods as well as make healthy food choices. Teachers often will let parents know when their child has tried a “new” food that day.

BIRTHDAYS:

Birthdays are celebrated once a month at every center (usually the third Thursday) for children born in that month. The kitchen staff will provide cake and ice cream for this celebration. Federal regulations prevent parents from bringing in any food. Plan to join the birthday party and share stories about how proud you are of your child.

USDA NONDISCRIMINATION STATEMENT (posted at each center):

In accordance with Federal and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. (May 2017)



This Institution is an equal opportunity provider.



PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

The goal of family engagement is to develop positive goal-oriented relationships between staff and families that are mutual, culturally responsive, and that support what is best for children and families both individually and collectively. At CCA we recognize that families are the first and most important teachers of their children and strive to provide an atmosphere where families are valued partners with a critical role in their family's development. Family services are a unique aspect within Head Start. Once the school year begins, your child's teacher will be the primary point of contact. This is to ensure strong trusting relationships are developed with you and your family. It is a crucial component for your child's success at school. During the year, your child's teacher will be discussing how to become involved with the parent committee, center-based trainings, and volunteer opportunities. The teacher will assist you in establishing family goals related to self-development, family well-being, and center involvement.

In addition to the teaching team, the center manager is available to address any concerns that may develop during the program year. This includes providing extra support and making referrals as needed.

A Family Partnership Agreement (FPA) is developed with each family. The FPA blends the concerns and strengths of families and community resources into a workable process for family growth. The FPA process is driven by the interests and concerns of each family. This partnership identifies and determines family strengths, goals, necessary services and supports that parents may need. Community resources are provided to each family, either directly or through parent meetings.

CCA offers family support services for families experiencing crisis, as well as families interested in long-term goal setting. A family development specialist will meet with you to assess your needs and connect you with available services in the community. You will need to contact either the teacher or the center manager to request a meeting with the family development specialist assigned to the center where your child attends.

PARENT AND VOLUNTEER PARTICIPATION:

We believe that in order for children to succeed, parents must be involved in every aspect of the educational program. All parents are encouraged to volunteer at a variety of levels in the program.

Parents are encouraged to participate:

- In the classroom as volunteers, observers, or paid employees (substitutes)
- In decision making processes (participating on the Policy Council and Parent Center Committee meetings)
- By working with your children at home in cooperation with the staff
- In center and community events including recruitment



Parent Center Committee (PCC) – is comprised of all parents whose children are enrolled in Head Start or Early Head Start. At the first Parent Center Committee meeting held at the beginning of the school year, elections occur for parent committee officers, including the Policy Council representative and an alternate. Each PCC meets monthly. Parents select the date and time for meetings at the first PCC meeting. The purpose of the PCC is to foster parent engagement at the center. Opportunities for personal growth, leadership training, financial planning and parenting education are part of the PCC.

Policy Council (PC) - is comprised of elected delegates from each center or program option, community representatives, and one CCA Board Member. The council meets monthly to review and approve program policies, grant applications, parent expenditures for training, personnel decisions and other important matters related to the program.



Health Services Advisory Committee (HSAC) - is comprised of the health manager, medical and dental health providers, staff and parents. This committee serves in an advisory capacity for the planning and provision of health services to children and their families. Meetings are held throughout the program year.

Comprehensive Services and School Readiness Committee (CSSR) - is comprised of community representatives, program staff and parents whose children are enrolled in HS/EHS. The committee's initial purpose was to create a School Readiness Action Plan. The committee reviews progress with the Comprehensive Services and School Readiness and child/family outcomes three times during each program year. The committee discusses the agency's support of school readiness within the program.

MAN-UP MALE INVOLVEMENT PROGRAM :

The Man-Up/Male Involvement program is designed to **M**otivate and empower males in the Head Start community. We help males to **A**ffirm their worth. We recognize that positive male role-models **N**urture their children and others. We seek to **U**plift males in the Head Start community by celebrating their contributions and the ways they **P**rovide for their children.

We believe the role of fathers and positive male figures from the community is critical for providing children with a healthy start in life, and is important to their emotional stability and growth. We encourage fathers and positive male figures to:

Provide a positive role model for our children by actively participating in center and classroom activities. Become involved with an assigned classroom at least one hour a month. Work with teachers to improve child outcomes. Work with teachers to improve children's outcomes.



ATTENDANCE:

Daily attendance is essential. A child should be in school every day in order to provide continuity of learning and to receive the most benefit from the program. To verify that your child is present at school, the parent/guardian will sign the child in and out daily. It is a federal requirement that we maintain a minimum of 85% attendance each day. To do that, it is very important that your child attends school each day. Absences must be kept to no more than two days per month. Children do get sick and have days when they need to remain at home. The Health section contains information about when your child should come to the center or stay at home.

If it is necessary for your child to be absent, please call the center as soon as you can. If you know in advance that your child will not be able to attend, please contact the center. If your child is unable to return to school on the next regular day, be sure to contact the teacher regarding the absence. When your child is absent without notification, the center will attempt to contact you within one hour of the program start time.

If your child has repeated absences we will work with you to resolve any problems that are preventing your child from coming to school. However, if habitual absences continue, there may be no choice but to withdraw your child from the program.

VISITATION:

Parents/guardians of a child enrolled at Head Start are welcome to visit the center any time. If there are special circumstances such as a court order limiting or restricting such types of visitation by a non-custodial parent, our program MUST have a copy of that court order on file in order to comply.

All visitors and volunteers (including visiting staff members, consultants and community members), must sign in and report to the center office. All volunteers should complete and sign an In-Kind Volunteer Form after completing volunteer hours.

RELEASE OF CHILDREN FROM THE CENTER:

Children will NOT be released to anyone other than their parent(s) or person authorized by the parent in writing to pick up the child listed on the Consent and Emergency Treatment Form. No verbal authorizations are accepted. The person picking up a child must be at least 18 years of age except for siblings who must be at least 16. Identification of the authorized person will be requested. Any person, parent(s) included, picking up a child must sign out on the appropriate sign in/out form.

Staff is obligated to release a child to a parent or legal guardian even if they appear to be under the influence of a controlled or illegal substance or senses impaired. The parent will be informed that the authorities are being called immediately to ensure the safety of the child.

Staff may refuse to release a child to other authorized adults if they appear to be under the influence of a controlled or illegal substance or senses impaired. Staff will call the parent or legal guardian and retain the child until the parent or another authorized adult can pick up the child.

Procedures for notifying the Department of Social Services will be followed in either of the situations stated above. Failure to consistently pick-up your child on time or excessive tardiness may be considered child abandonment and therefore, may be reported to Child Protective Services.

APPLICATIONS/ENROLLMENT:

To comply with state and federal Head Start requirements, a number of forms need to be completed. Center staff will assist you in completing these forms. APPLICATION DOES NOT GUARANTEE ENROLLMENT. Enrollment is based on selection criteria including family income, age of child, availability of openings, or special circumstances. Applications are accepted year round.

LIMITED ENGLISH PROFICIENT FAMILIES:

Translation and interpretation services are available to the extent possible for families speaking a language other than English or who have limited English proficiency. Interpretation

PEDESTRIAN SAFETY:



All children and parents will receive pedestrian safety training as part of the curriculum. Remember: young children should never be allowed to walk alone or cross the street unescorted. Please reinforce street safety procedures with your children.

Always hold your child's hand when walking near traffic. Children are small and unpredictable and cannot judge vehicle distances and speeds. As you walk with your child, teach them to:

- Never play in the street. Do not let children play near traffic or cross the street by themselves. Never chase a ball or toy into the street.
- See and be seen. Drivers need to see you to avoid you. Make eye contact with drivers when crossing busy streets. Wear bright colors or reflective clothing if you are walking near traffic at night.
- Walk on the sidewalk. Never walk in the street. If you have to walk on a road that does not have sidewalks, walk facing traffic and as far off the road as practical.
- Cross at intersections. Use crosswalks, and obey traffic signals. Most people are hit by cars when they cross the road at places other than intersections.
- Look left, right, and left for traffic. Stop at the curb and look left, right, and left again for traffic. Stopping at the curb signals drivers that you intend to cross.



CENTER CLEANING SCHEDULE

JANITORIAL CHECKLIST OF DAILY CLASSROOM DUTIES

CENTER: _____ DATES _____

DUTIES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DAILY	S/U/N	S/U/N	S/U/N	S/U/N	S/U/N
Paper products are filled as needed					
Soap dispensers are filled as needed					
Waste baskets emptied and liners changed					
Classroom sink counters sanitized					
Restroom sinks and toilets cleaned, floors mopped					
Carpets vacuumed					
Floors swept and mopped					
Window ledges wiped down					
Unightly areas on walls cleaned					
Cobwebs and dirt removed					

S = SATISFACTORY

U = UNSATISFACTORY

N = NOT DONE

Teacher's Signature _____ Date: _____ Room # _____

NOTES:

5/3/2018

☐ JANITORIAL CHECKLIST OF WEEKLY OFFICE/PUBLIC AREAS DUTIES

WEEKLY (Office & Public Areas)	S/U/N	S/U/N	S/U/N	S/U/N	S/U/N
Wash waste baskets					
Dust all areas (high & low)					
Front and back entrance glass cleaned					

☐ JANITORIAL CHECKLIST OF MONTHLY DUTIES

MONTHLY (Office & Public Areas)	S/U/N	S/U/N	S/U/N	S/U/N	S/U/N
Dust blinds & vents					
Clean inside of light fixtures (bugs, dust) where lights with covers are located					
Clean air vents					

☐ JANITORIAL CHECKLIST OF SEMI-ANNUAL DUTIES

SEMI-ANNUALLY (Office & Public Areas)	S/U/N	S/U/N	S/U/N	S/U/N	S/U/N
Clean blinds					
Clean carpets					
Clean, strip and wax floors					

S = SATISFACTORY

U = UNSATISFACTORY

N = NOT DONE

☒ Check Weekly/Monthly/Semi-Annual

Center Manager or Designee Signature _____ Date: _____

NOTES:

5/3/2018

The following requirements apply to both centers and homes.

Transportation

Child care centers or family child care homes providing transportation for children must meet all motor vehicle laws, including inspection, insurance, license, and restraint requirements. Children may never be left alone in a vehicle and child-staff ratio must be maintained.

Program Records

Centers and homes must keep accurate records such as children's attendance, immunizations, and emergency phone numbers. A record of monthly fire drills and quarterly shelter-in-place or lockdown drills practiced must also be maintained. A safe sleep policy must be developed and shared with parents if children younger than 12 months are in care.

Discipline and Behavior Management

Each program must have a written policy on discipline, must discuss it with parents, and must give parents a copy when the child is enrolled. Changes in the discipline policy must be shared with parents in writing before going into effect. Corporal punishment (spanking, slapping, or other physical discipline) is prohibited in all centers and family child care homes. Religious-sponsored programs which notify the Division of Child Development and Early Education that corporal punishment is part of their religious training are exempt from that part of the law.

Parental Rights

- Parents have the right to enter a family child care home or center at any time while their child is present.
- Parents have the right to see the license displayed in a prominent place.
- Parents have the right to know how their child will be disciplined.

The laws and rules are developed to establish minimum requirements. Most parents would like more than minimum care. Child care resource and referral agencies can provide help in choosing quality care. Check the telephone directory or talk with a child care provider to see if there is a child care resource and referral agency in your community. For more information visit the Resources in Child Care website at: www.ncchildcare.nc.gov. For more information on the law and rules, contact the Division of Child Development and Early Education at 919-527-6335 or 1-800-859-0829 (In State Only), or visit our homepage at ncchildcare.nc.gov

Reviewing Files

A public file is maintained in the Division's main office in Raleigh for every center or family child care home. These files can be

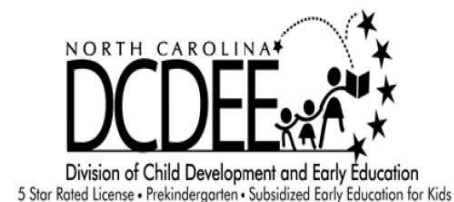
- viewed during business hours (8 a.m. -5 p.m.);
- requested via the Division's web site at www.ncchildcare.nc.gov; or
- requested by contacting the Division by telephone at 919-527-6335 or 1-800-859-0829 -800-859-0829.

How to Report a Problem

North Carolina law requires staff from the Division of Child Development and Early Education to investigate a licensed family child care home or child care center when there has been a complaint. Child care providers who violate the law or rules may be issued an administrative action, fined and may have their licenses suspended or revoked. If you believe that a child care provider fails to meet the requirements described in this pamphlet, or if you have questions, please call the Division of Child Development and Early Education at 919-527-6500 or 1-800-859-0829.

Child Abuse, Neglect, or Maltreatment

Every citizen has a responsibility to report suspected child abuse, neglect or maltreatment. This occurs when a parent or caregiver injures or allows another to injure a child physically or emotionally. It may also occur when a parent or caregiver puts a child at risk of serious injury or allows another to put a child at risk of serious injury. It also occurs when a child does not receive proper care, supervision, discipline, or when a child is abandoned. **North Carolina law requires any person who suspects child maltreatment at a child care facility to report the situation to the Intake Unit at Division of Child Development and Early Education at 919-527-6335 or 1-800-859-0829.** Reports can be made anonymously. A person cannot be held liable for a report made in good faith. The operator of the program must notify parents of children currently enrolled in writing of the substantiation of any maltreatment complaint or the issuance of any administrative action against the child care facility. **North Carolina law requires any person who suspects child abuse or neglect in a family to report the case to the county department of social services.**



Summary of the North Carolina Child Care Law and Rules

Division of Child Development and Early Education

North Carolina Department of Health and Human Services
820 South Boylan Avenue
Raleigh, NC 27699

Revised March 2016

The North Carolina Department of Health and Human Services does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or provision of services.

What Is Child Care?

The law defines child care as:

- three or more children under 13 years of age
- receiving care from a non-relative
- on a regular basis - at least once a week
- for more than four hours per day but less than 24 hours.

The North Carolina Department of Health and Human Services is responsible for regulating child care. This is done through the Division of Child Development and Early Education. The purpose of regulation is to protect the well-being of children while they are away from their parents. The law defining child care is in the North Carolina General Statutes, Article 7, Chapter 110.

The North Carolina Child Care Commission is responsible for adopting rules to carry out the law. Some counties and cities in North Carolina also have local zoning requirements for child care programs.

Star Rated Licenses

Centers and homes that are meeting the minimum licensing requirements will receive a one star license. Programs that choose to voluntarily meet higher standards can apply for a two through five star license. The number of stars a program earns is based upon the education levels their staff meet and the program standards met by the program.

Family Child Care Homes

A family child care home is licensed to care for five or fewer preschool age children, including their own preschool children, and can include three additional school-age children. The provider's own school-age children are not counted. Family child care homes will be visited at least annually to make sure they are following the law and to receive technical assistance from child care consultants. Licenses are issued to family child care home providers who meet the following requirements:

- Home providers must be 21 years old with at least a high school education or its equivalent, and mentally and emotionally capable of caring for children.
- He or she must undergo a criminal records background check initially, and every three years thereafter.
- All household members over age 15 must also undergo a criminal records background check initially, and every three years thereafter.
- All family child care home providers must have current certification in CPR and first aid,

complete an ITS-SIDS training (if caring for infants 0 -12 months) every three years and the Emergency Preparedness and Response in Child Care training and plan. They also must complete a minimum number of training hours annually.

All family child care homes must meet basic health and safety standards. Providers must maintain verification of children's immunization and health status. They must provide developmentally appropriate toys and activities, as well as nutritious meals and snacks for the children in care. All children must participate in outdoor play at least one hour per daily, if weather conditions permit.

Child Care Centers

Licensing as a center is required when six or more preschool children are cared for in a residence or when three or more children are in care in a building other than a residence. Religious-sponsored programs are exempt from some of the regulations described below if they choose to meet the standards of the Notice of Compliance rather than the Star Rated License. Programs that operate for less than four consecutive months, such as summer camps, are exempt from licensing. Child care centers may voluntarily meet higher standards and receive a license with a higher rating. Centers will be visited at least annually to make sure they are following the law and to receive technical assistance from child care consultants.

Licensed centers must meet requirements in the following areas.

Staff

The administrator of a child care center must be at least 21, and have at least a North Carolina Early Childhood Administration Credential or its equivalent. Lead teachers in a child care center must be at least 18 and have at least a North Carolina Early Childhood Credential or its equivalent. If administrators and lead teachers do not meet this requirement, they must begin credential coursework within six months of being hired. Staff younger than 18 years of age must work under the direct supervision of staff 21 years of age or older. All staff must complete a minimum number of training hours including ITS-SIDS training for any caregiver that works with infants 12 months of age or younger. At least one person on the premises must have CPR and First Aid training. All staff must also undergo a criminal records background check initially, and every three years thereafter. One staff must complete the Emergency Preparedness and Response in Child Care training and plan.

Staff/Child Ratios

Ratios are the number of staff required to supervise a certain number of children. Group size is the maximum number of children in one group. Ratios and group sizes for licensure are shown below and must be posted in each classroom.

Age	Teacher: Child Ratio	Max Group Size
0-12 mths	1:5	10
12-24mths	1:6	12
2 years old	1:10	20
3 years old	1:15	25
4 years old	1:20	25
School-age	1:25	25

Small centers in a residence that are licensed for six to twelve children may keep up to three additional school-age children, depending on the ages of the other children in care. When the group has children of different ages, staff-child ratios and group size must be met for the youngest child in the group.

Space and Equipment

Centers must have at least 25 square feet per child indoors and 75 square feet per child outdoors. Outdoor play space must be fenced. Indoor equipment must be clean, safe, well maintained, and developmentally appropriate. Outdoor equipment and indoor furnishings must be child size, sturdy, and free of hazards that could injure children.

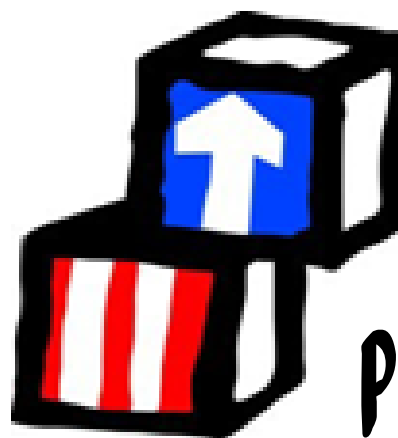
Curriculum

Four and five star programs must use an approved curriculum in their four-year-old classrooms. Other programs may choose to use an approved curriculum to get a quality point for the star-rated license. Activity plans must be available to parents and must show a balance of active and quiet, and indoor and outdoor activities. Rooms must be arranged to encourage children to explore, use materials on their own and have choices.

Health and Safety

Children must be immunized on schedule. Each licensed center must ensure the health and safety of children by sanitizing areas and equipment used by children. Meals and snacks must be nutritious, and children must have portions large enough to satisfy their hunger. Food must be offered at least once every four hours. Local health, building, and fire inspectors visit licensed centers to make sure standards are met. All children must be allowed to play outdoors each day (weather permitting) for at least an hour a day for preschool children and at least thirty minutes a day for children under two. They must have space and time provided for rest.

FAMILY AND CHILDREN SERVICES



PARENT HANDBOOK