

GATEWAY COMMUNITY ACTION  
EARLY HEAD START/HEAD START  
SCHOOL READINESS PARENT HANDBOOK  
2019-2020



*"At the end of the day, the most overwhelming  
key to a child's success is the positive  
involvement of parents." -Jane D. Hull*

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# School Readiness in Kentucky

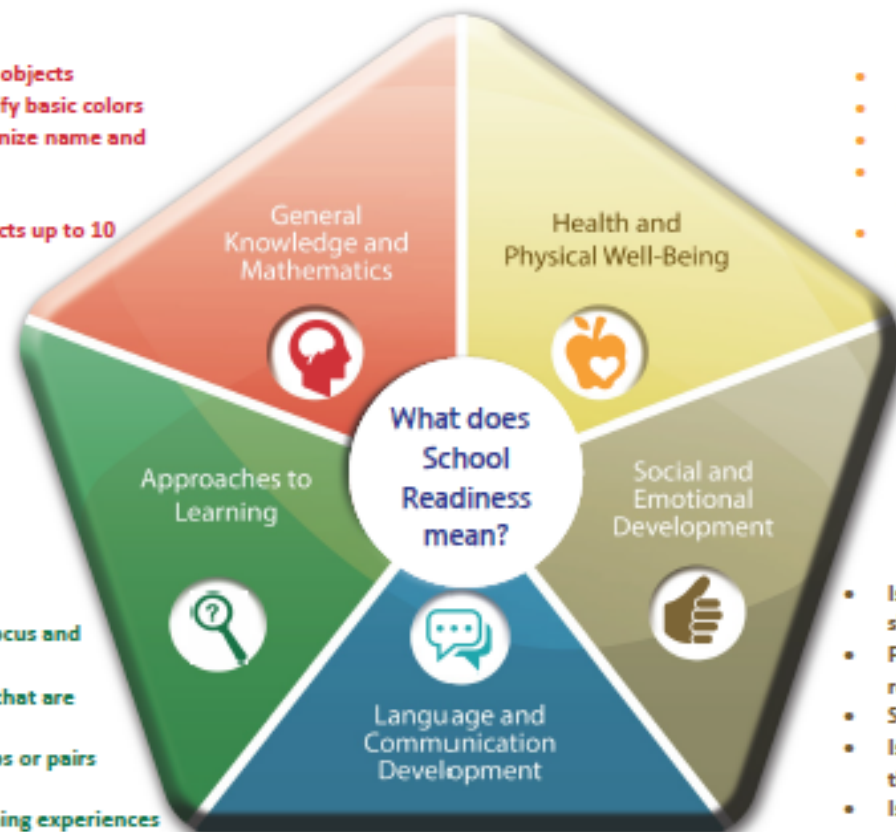
School readiness means that each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success and ability to be **Ready to Grow, Ready to Learn & Ready to Succeed.**



- Sorts and classifies objects
- Is learning to identify basic colors
- Is learning to recognize name and general shapes
- Counts up to 30
- Counts sets of objects up to 10



- Eats a balanced diet
- Gets plenty of rest
- Receives immunizations
- Receives regular medical and dental care
- Runs, jumps and does other activities



- Child is curious
- Has the ability to focus and listen
- Continues in tasks that are challenging
- Child plays in groups or pairs based on interest
- Child initiates learning experiences



- Is learning to play and share with others
- Follows simple rules and routines
- Shows curiosity
- Is learning to explore new things
- Is learning to work alone



- Knows full name
- Is learning to write own name
- Uses pictures to tell stories
- Is learning home address
- Speaks in five or six word sentences

The skills listed in the diagram above are helpful for children to know before entering Kindergarten. The indicators included represent the hopes and aspirations for incoming students, not the expectations. Kentucky recognizes that children develop and learn at different rates and times. Not every child will master all of the skills and behaviors listed above prior to Kindergarten. These skills and behaviors are **NOT USED** to determine school eligibility. In Kentucky, all children who meet the legal age requirement are entitled to enter public school.

Families, early care and education providers, schools and community partners must work together to provide developmental experiences that promote growth and learning, to ensure that all children enter school eager and excited to learn. The purpose of this definition is to give parents, child care and preschool, and communities an overview of the expectations of schools for incoming students and to help families and communities prepare children for school. In addition, a readiness profile provides teachers, child care providers, and parents a tool to better inform them on the specific strengths and needs of each individual child.

## Overall School Readiness Goals for Learners: Early Head Start

### **APPROACHES TO LEARNING**

- EMOTIONAL AND BEHAVIORAL SELF-REGULATION-Children will manage feelings, emotions, and behavior with the support of familiar adults, demonstrate the ability to be flexible, sustain attention with support, and show persistence in their actions and behaviors.
- INITIATIVE, CURIOSITY AND CREATIVITY-Children will begin to engage in interactions, experiences, and exploration of their environment, show interest and curiosity about objects, materials or events and use creativity and imagination in play interactions to increase understanding and learning.

### **SOCIAL AND EMOTIONAL DEVELOPMENT**

- RELATIONSHIPS WITH ADULTS-Children will develop expectations of consistent, positive interactions through secure relationships with familiar adults and will use adults as a resource to meet needs.
- RELATONSHIPS WITH OTHER CHILDREN-Children will show interest, interact, and engage in play and develop personal relationships with other children.
- EMOTIONAL FUNCTIONING-Children will learn to express, recognize and interpret a range of emotions, express care and concern towards others and manage their emotions with the support of familiar adults.
- SENSE OF IDENTITIY AND BELONGING-Children will show awareness about self and how to connect with others, understand some characteristics of self and others, show confidence in own abilities through relationships with others, and develop a sense of belonging.

### **LANGUAGE AND LITERACY**

- ATTENDING AND UNDERSTANDING-Children will learn from communication and language experiences and will attend to, understand, and respond to communication and language from others.
- COMMUNICATING AND SPEAKING-Children will communicate needs and wants non-verbally and by using language, use non-verbal communication and language to engage others in interactions, use increasingly complex language in conversation with others, and initiate non-verbal communication and conversation with others.
- VOCABULARY-Children will understand an increasing number of words used in communication and will use an increasing number of words in communication and conversation with others.
- EMERGENT LITERACY-Children will attend to, repeat and use some rhymes, phrases, or refrains from stories or songs, handle books, and relate them to stories or information,

- recognize pictures and some symbols, signs, or words, comprehend meaning from pictures, and stories, and make marks and use them to represent objects or actions.

## **COGNITION**

- EXPLORATION AND DISCOVERY-Children will actively explore people, objects, actions, or events, recognize the understanding of casual relationships to act on social and physical environments.
- MEMORY-Children will recognize differences between familiar and unfamiliar people, objects, actions, or events, recognize the stability of people and objects in the environment, and use memories as a foundation for more complex actions and thoughts.
- REASONING AND PROBLEM-SOVLING –Children will learn to use a variety of strategies in solving problems a use reasoning and planning ahead to solve problems.
- EMERGENT MATHEMATICAL THINKING-Children will develop a sense of number and quantity, use spatial awareness to understand objects and their movement in space, use matching and sorting of objects or people to understand similar and different characteristics.
- IMITATION AND SYMBOLIC REPRESENTATION AND PLAY-Children will observe and imitate sounds, words, gestures, actions, and behaviors, uses objects or symbols to represent something else and use pretend play to increase understanding of culture, environment, and experiences.

## **PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT**

- PERCEPTION-Children will use perceptual information to understand objects, experiences, interactions, and in directing own actions, experiences, and interactions.
- GROSS MOTOR-Children will display effective and efficient use of large muscles for movement and position, use of large muscles to explore the environment, and the use of sensory information and body awareness to understand how their body relates to the environment.
- FINE MOTOR-Children will coordinate hand and eye movements to preform actions, use hands for exploration, play and daily routines, and adjust their reach to grasp and use tools.
- HEALTH, SAFETY, AND NUTRITION-Children will establish healthy behaviors with increasing independence as a part of everyday routines, show increasing interest in engaging in healthy eating habits and making nutritious food choices, make safe choices for behaviors with support from adults.

## OVERALL SCHOOL READINESS GOALS FOR LEARNERS: HEAD START

### APPROACHES TO LEARNING

- EMOTIONAL AND BEHAVIORAL SELF-REGULATION-Children will manage emotions, follow classroom rules and routines, handle and take care of classroom materials, and manage actions, words and behavior with increasing independence. Children will also demonstrate an increasing ability to control impulses, maintain focus and sustained attention, show persistence in tasks, demonstrate flexibility in thinking and behavior and manipulate prior knowledge to use it when performing tasks.
- INITIATIVE, CURIOSITY, AND CREATIVITY-Children will exhibit initiative and independence, show interest and curiosity about the world around them, express creativity and imagination in play, thinking, communication, and in interactions with others.

### SOCIAL AND EMOTIONAL DEVELOPMENT

- RELATIONSHIPS WITH ADULTS-Children will engage in and maintain positive relationships, interactions, and prosocial/cooperative behavior with adults.
- RELATIONSHIPS WITH OTHER CHILDREN-Children will engage in and maintain positive interactions, relationships, and use basic problem-solving skills to resolve conflict with other children.
- EMOTIONAL FUNCTIONING-Children will express a broad range of emotions and recognize these emotions in self and others, express care and concern toward others and manage emotions with increasing independence.
- SENSE OF IDENTITIY AND BELONGING-Children will recognize self as a unique individual having own abilities, characteristics, emotions, and interests and express confidence in own skills and positive feelings about self, will have a sense of belonging to family, community, and other groups.

### LANGUAGE AND LITERACY

- ATTENDING AND UNDERSTANDING- Children will attend to communication and language, understand/respond to increasingly complex communication and language from others.
- COMMUNICATING AND SPEAKING-Children will understand, follow, and use appropriate social and conversational rules to expresses self in increasingly long, detailed, and sophisticated ways.
- VOCABULARY-Children will understand and use a variety of words for a variety of purposes and show understanding of word categories and relationships among words.
- PHONOLOGICAL AWARENESS-Children will demonstrate awareness that spoken language is composed of smaller segments of sound.

- PRINT AND ALPHABET KNOWLEDGE-Children will demonstrate an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). Children will identify letters of the alphabet and produce correct sounds associated with letters.
- COMPREHENSION AND TEXT STRUCTURE-Children will demonstrate an understanding of narrative structure through storytelling/re-telling. Children will ask and answer questions about a book that was read aloud.

## **COGNITION**

- COUNTING AND CARDINALITY-Children will know number names and the counting sequence, recognize the number of objects in a small set, understand the relationships between numbers and quantities, compare numbers, associate a quantity with written numerals up to 5 and begins to write numbers.
- OPERATIONS AND ALGABRAIC THINKING-Children will understand addition as adding to and understand subtraction as taking away from, and understand simple patterns.
- MEASUREMENT-Children will measure by their various attributes using standard and non-standard measurement and use differences in attributes to make comparisons.
- GEOMETRY AND SPATIAL SENSE-Children will observe and describe observable phenomena (objects, materials, organisms, and events), engage in scientific talk, and compare and categorize observable phenomena.
- SCIENTIFIC INQUIRY-Children will observe and describe observable phenomena (objects, materials, organisms, and events), engage in scientific talk, and compare and categorize observable phenomena.
- REASONING AND PROBLEM-SOLVING-Children will ask questions, gather information, and make predictions, plan and conduct investigations and experiments, analyze results, draw conclusions, and communicate results.

## **PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT**

- GROSS MOTOR-Children will exhibit control, strength, and coordination of large muscles and use perceptual information to guide motions and interactions with objects and other people.
- FINE MOTOR-Children will increasingly show control, strength, and coordination of small muscles.
- HEALTH SAFETY, AND NUTRITION-Children will demonstrate personal hygiene and self-care skills, develop knowledge and skills that help promote nutritious food choices and eating habits, and demonstrate knowledge of personal safety practices and routines.

## **Head Start School Closings/Delays For Bath, Menifee, Morgan, and Montgomery Counties**

(School closing announcements will be posted on WKYT, and you will receive a call from the one call system).

- School District 1 hour delay Head Start will operate on regular schedule
- School District 2 hour delay Part Day Classes will begin at 10:00 (No morning transportation) Extended Day Classes will begin at 9:45.
- School District Plan B Head Start Plan B  
(Plan B-Buses will only run on the main roads)
- Plan C AM (morning session) classes will not be in session, PM (afternoon session) will operate on regular schedule. Extended Day classes will begin at 9:45, and part day classes will begin at 10:00 with no morning transportation. Afternoon transportation will be provided.

**Early Head Start may close at the discretion of the program director.**

### **Attendance**

- Our program is expected to maintain 85% attendance, therefore, your child should attend Early Head Start/Head Start every day, when not sick.
- If your child is going to be absent please contact your family service advocate, or your child's teacher to let them know.
- If your child's monthly attendance falls below 85%, or has multiple unexplained absences (two consecutive unexplained absences) a staff member will schedule a home visit to discuss attendance, offer support, develop solutions, to ensure your child is fully benefiting from the services.
- If your child has habitual unexplained absenteeism and is not benefiting from the services, your child's slot may become vacant.



## **Back Pack**

Head Start children are permitted to bring backpacks to school. The backpack is used for written communications to and from home, children's work and to send an extra set of clothing when necessary. Please check your child's backpack daily.

## **Clothing, Shoes, and Jewelry**

- Children should be dressed in comfortable play clothes and shoes appropriate for the weather.
- Tennis shoes or rubber soled shoes are recommended for safety. Sandals should have a strap across the heel to fit firmly on the foot, and flip flops are NOT encouraged.
- At Head Start children are encouraged to use self-help skills in dressing and hygiene needs. Children should not be dressed in snap type body suits which are difficult for them to open and close. Shorts should be worn under dresses.
- At the beginning of the year, you will be asked to send an extra set of clothing (including underwear and socks) to the center for your child. Please put your child's name on the inside tags of the extra clothing as well as jackets or coats that your child wears.
- It is recommended that children do not wear clothing with drawstrings.
- We strongly recommend that children do not bring or wear jewelry to school. Small stud earrings are permitted, but staff will not be responsible for them if they are lost.

## **Daily Schedule**

Your child's daily schedule will include meal times, washing hands, brushing their teeth, large group and small group activities, rest time, and outside time.

## **Discipline**

Behavior concerns will be managed by using appropriate communication skills, redirection, and time away, if necessary. Every effort will be made to change the behavior and keep the child in the group setting. To prevent a child from hurting himself or others, he/she may be moved to an area where the problem situation can be managed. If removal is necessary, it will be handled by Head Start teaching staff only. Should inappropriate behavior continue, a parent/guardian will be notified and a meeting will be scheduled. A behavioral management plan will be discussed and written.

## **Health**

### COMMUNICABLE DISEASES

- Early Head Start/Head Start uses the Gateway District Health Department Exclusion Guidelines that have been adapted to fit our program. Dr. Melahn a member of our health advisory committee has approved the document. This manual is located in each of our classrooms for you to review. Information about common communicable diseases will be sent home to the parents/guardians during the school year.

### DENTAL EXAM AND TREATMENT

- Your child is required to have a dental exam. If your child has not had a dental exam within the past twelve months, please schedule an appointment with your family dentist. The family service advocate can assist you in scheduling the appointment as well as transportation to and from the appointment.
- If you have a medical card or KCHIP, dental services will be paid if you go to the dentist who accepts the medical card/KCHIP. The family service advocate can provide you a list of the local dentists, or you can find them in your Community Resource Guide that was provided to you.
- If your child needs dental treatment, and you do not have insurance contact the family service advocate to assist with payment prior to the treatment being started.

### ILLNESS AT SCHOOL

- If your child becomes sick at school, the family service advocate or teaching staff may attempt to contact you to come and get your child. If your child has a fever of 100 degrees or above, you may be contacted to pick up your child. If you are unavailable, the adults listed on your child's pick up/release form will be contacted to pick up your child. It is important that you keep the pickup/release form updated with names and phone numbers.

### IMMUNIZATIONS

- Your child's immunizations must be kept up-to-date throughout the school year. If immunizations become due during the school year, you will be reminded by the family service advocate. If after the notice is given and the immunization is not updated, your child will not be able to return to school until we receive an updated immunization certificate. If you need assistance or have questions contact your family service advocate.

### INJURY AT SCHOOL

- When your child has a minor injury at Early Head Start/Head Start, an incident report form will be sent home. If your child suffers a serious injury at the center the family service advocate or teaching staff will contact you, or the adults listed on your child's pick up/release form, and emergency personal will be contacted if necessary.

### MEDICINE-PRESCRIPTION/NONPRESCRIPTION

- Please notify your family service advocate and your child's teacher if your child is taking medication of any kind at home. If a doctor requires that prescribed medicine be given during school hours, the following steps must be taken.
  1. Obtain from the family service advocate the medication forms which indicates the type of medication, dosage, time to be given, reason, side effects, and length of time given. Your child's physician must complete the medication form, giving the staff permission to administer the medication. The name, prescription number, dosage time, and date the medication is to be discontinued must be listed. The medication form must be completed and returned to the center each time a prescribed medication must be given during school hours.
  2. Arrangements must be made by you with your child's teacher for medicine to be available at the center. The arrangements must be documented in your child's folder, and a special health care plan may be required. Do not send medication of any kind, (including cough drops) in your child's backpack.
  3. The medication must be in the original, appropriately labeled container.
  4. If medication dosage or the time to be administered is changed, you or the doctor must send a written note indicating the changes. The container label must reflect the changes.

### PHYSICAL EXAM/TREATMENT

- Your child is required to have a physical exam. When your child has a physical exam, the doctor may indicate that your child needs further medical follow-up. You should schedule an appointment with your child's doctor. If you need assistance scheduling a medical appointment, the family service advocate will assist you with scheduling the appointment.
- If you have a medical card/KCHIP, medical services will be paid if you go to the doctor who accepts a medical card/KCHIP.
- If your child needs follow-up treatment, contact your family service advocate to assist with payment prior to the treatment if you do not have medical coverage.

### TICKS ATTACHED TO CHILD'S SKIN

- If a tick is found attached to your child's skin, a parent/guardian will be contacted. The staff will not remove the tick.

## **Meals and Menus**

### MEAL TIMES

- Meal times will be posted in each classroom. During meal times, staff will eat with the children and assist them with serving and eating skills.
- Infants and toddlers will be fed according to their individual development readiness, and feeding skills as recommended in the USDA guidelines. Infants and toddlers are fed on demand to the extent possible.

### MENUS

- Our program promotes proper nutrition and healthy eating habits. Menus will include foods which are high in nutrients and low in fat, sugar, and salt. Menus will be posted in each classroom and a menu will be sent home for review.

### MENU CHANGES

- If your child has a food allergy or cannot eat certain foods due to health problems, you must provide a written statement from a physician which includes foods your child cannot eat and a list of recommended foods to replace with. For any child who cannot eat foods due to religious beliefs, the parent/guardian must write a statement stating what food the child cannot eat and state the name of the religion.

### MENU SUBSTITUTIONS

When substitutions must be made, foods of the same group must be selected.

- Substitutions will be made when food items are not in stock at the center, utilities are unavailable, special events or circumstances require schedule changes or utilizing food in stock near the end of the program year.

## Health/Safety

- Early Head Start/Head Start staff are certified in CPR and First aid.
- Materials are appropriate for infants, toddlers, and preschooler's.
- Facilities meet and/or exceed all applicable regulations.
- Appropriate child/staff ratios are maintained.
- Emergency drills are practiced regularly, and internal procedures outline the steps to be taken when/if an emergency arises.
- Staff implement practices that concentrate on preventative measures to ensure the safety of all children, staff, visitors, and volunteers.
- Staff incorporates safety awareness into their daily lesson plans.

## Birthdays

If a child's birthday occurs in a given month, it may be acknowledged. However, cards, gifts, treats, or invitations should not be brought to the center.

## Outdoor Time

Weather permitting outdoor time will be scheduled each day. Please dress your child for the existing weather conditions. Children will not go outside if the temperature is below 32 degrees (wind chill may be factored in to the temperature). Children will not go outside if the temperature is above 90 degrees (humidity may be factored into the temperature). Children do gross motor activities under the shade structure if thermometer reading is below 90 degrees under structure. The children will not go outside if it is raining.

## Transportation

### CHILDREN'S ARRIVAL WHEN TRANSPORTED BY PARENT OR OTHER ADULT

- If you or any other adult brings your child to school or picks up your child, the Sign-In/Sign-Out form must be signed.
- Parents who transport their children will need to arrive by the time class is scheduled to begin and **not earlier than that time**. If children arrive earlier than the scheduled time, parents are required to stay with their child until class begins.
- Children must be brought into the classroom/center by the parent or designated person and let the teacher or teacher aide know that the child is there.
- When picking up and dropping off children at the classroom/center, never leave any child unattended in vehicles or on premises without adult supervision.

## CHILD RELEASE/EMERGENCY CONTACT FORM

- This form lets the Early Head Start/Head Start staff know who has permission to pick up your child and who should be contacted if your child becomes ill at school. It is your responsibility to update the form when needed. Let those adults whose names you have written on the form know that picture identification with a birth date will be required of them. Please let them know that they also may be contacted if your child becomes ill at school and you are not available. Children will not be released to people who are not listed on the form. **For your child's protection, additional names cannot be added to the form over the phone. You must come in person to update the form.**
- If someone other than you is picking up your child, please let your child's teacher or the family service advocate know the person's name that will be picking your child up. **The person picking up your child must be on the Child's Pick-up and drop-off form.**
- Any designated person picking your child up from school or receiving them off the bus must be **18 years old or older.**

### CHILDREN RIDING THE BUS

- Head Start students riding the bus are required to be in an age appropriate restraint (car seat).
- Parents are responsible for escorting the child to and from the bus, including crossing the street. (Monitors remain on the bus at all times).
- There must be a designated adult listed on the Emergency Pick-up/drop off form at the drop off location.
- Upon absence of a designated adult to receive your child at the drop off location the following procedures will be implemented.
  1. 1st Incident- The child will be transported back to the center, the driver will notify the quality control manager and the parent will be contacted. If the parent is not available, staff will call the emergency contacts on the child's pick up/drop off form. The driver will remain with the child until a designated adult picks up and signs out the child.
  2. 2<sup>nd</sup> Incident-Same procedure will be followed as 1<sup>st</sup> incident.
  3. 3<sup>rd</sup> Incident- Same procedure will be followed as 1<sup>st</sup> incident, in addition to contacting the quality control manager to determine if transportation services will be discontinued.

## **Lice Policy**

Bath-Lice Free

Menifee-Lice Free

Rowan-Lice Free

Morgan-Nit Free

Montgomery-Lice Free

## **Confidentiality**

Gateway Early Head Start/Head Start keeps all information shared by families confidential. Files are kept in locked cabinets and all written information is kept strictly confidential unless parents authorize in writing that all or portions of information may be shared with other entities. Only authorized personnel may view records in order to perform their responsibilities. Parents/Guardians may view their child's records. Advance notice must be provided and a designated staff member must be present during viewing. We recognize and celebrate the unique and important role that parents play in the lives of their children. Each parent will have access to their child's records unless we have a legal document on file that prohibits such activity.

## **Personal Conduct**

- No disruptive behavior (yelling, threatening another person, etc.) is permitted.
- Use of abusive/profane language is not allowed. No alcoholic beverages, drugs, firearms, or weapons are allowed.
- No one is to be under the influence of alcohol or drugs while on Early Head Start or Head Start property.

## **Social Media**

Gateway Early Head Start/Head Start protects the privacy of every student. Internet safety is a serious issue and we discourage taking photos of children in the classroom setting. Online images can be copied and shared and some children may be at risk and not permitted to have photos displayed within the community. Other families choose not to display photos due to religious reasons and some children have complex backgrounds which may cause unforeseen consequences. We strongly advise that images not be distributed or placed on social media due to the possibility that other children may be included in the image. Parents/Guardians may take photos of their own child but are expected to protect the privacy of other children enrolled in the program.

## **Visitor vs. Volunteer**

- Parents/Guardians are encouraged to visit classrooms throughout the Early Head Start/Head Start program year.
- Visitors may not be left alone with the children, supervise children, or discipline children.
- Program visitors are defined by the program as an individual who observes or presents a part of a planned activity, has supervised interaction with the children and has no supervisory/disciplinary control of a child enrolled (exception would be their own child) and has an infrequent non-reoccurring presence.
- Only paid Gateway Staff members may discipline children when inappropriate behavior occurs and will do so in a manner that encourages the long term goal of self-control. Corporal punishment is never permitted under any circumstances.
- Program visitors are not permitted to use corporal punishment with their own children when visiting the Early Head Start/Head Start centers.
- Any visitor that threatens the staff or children uses abusive or profane language, or acts in a lewd manner will be asked to immediately leave the premises. The visitor will be contacted to schedule a meeting to resolve the issue to determine the appropriate steps to be taken.
- Suggestions for visitors.
  1. Assist teacher in getting materials together
  2. Read or tell a story to the children
  3. Attend parent meetings or events
  4. Janitorial duties
  5. Bulletin boards
  6. Classroom Observations
  7. Be a member of Policy Council
  8. Be a member of Health Advisory
  9. Be an officer of the Parent Committee
- Volunteers that will be working directly with the children are required to complete an onboarding process that includes the following:
  1. Criminal background check
  2. Child Abuse/Neglect Registry
  3. Driver registry check
  4. Six hour online orientation
  5. Pediatric Abusive Head Trauma Training
- If you are interested in being a volunteer or a visitor please contact your family service advocate.



## USDA Participation

Gateway Community Action Early Head Start and Head Start programs participate in the USDA Child and Adult Care Food Program administered by the Kentucky Department of Education. Meals will be served at no separate charge to enrolled participants at the center and are provided without regard to race, color, national origin, sex, age, and disability. If you believe you or any individual has been discriminated against in the Child and Adult Care Food Program, write immediately to the Secretary of Agriculture, Washington, D.C., 20205. Participants eligible for free meals must have a complete application with documentation of eligibility information which may include Food Stamp or KTAP number, or name of the household member and income.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and 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. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or Local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800-877-8339). Additionally, program information may be made available in languages other than English.

To file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S, W., Washington, D.C. 20250-9410, or fax (202) 690-7442 or email at [program.intake@usda.gov](mailto:program.intake@usda.gov). Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Services at (800) 877-8339; or (800) 845-6136 (in Spanish). Gateway Community Action Agency & USDA is an equal opportunity provider and employer.”

## Child Abuse and Neglect

Under the Kentucky mandatory reporting law as defined in 45 CFR 1304.2 all staff are responsible for reporting suspected or known child abuse or sexual abuse. If you have reason to suspect that your child has been neglected/abused in any manner, you are considered a mandatory reporter and must report to the child abuse hotline.

**Abuse Hotline 1-877-KYSAFE1 (833-351-8901)**

## Head Start Full Day Policies and Procedures (Morgan County only)

### HOURS OF OPERATION

6:30 A.M.-7:45 A.M. Day Care Portion (fee charged)

7:45 A.M.-2:45 P.M. Head Start Portion (no fee)

2:45 P.M.-5:30 P.M. Day Care Portion (fee charged)

- Upon enrollment, parents must sign a day care agreement, and payments must be made in advance on Monday of each week.
- Weekly invoices will be prepared by GCAA Finance Department.
- Invoices will detail the child's name, week of service, and amount owed.
- Charges are based on enrollment not actual attendance, invoices will be the same amount.
- Payments will be charged a flat fee of \$75.00 per week regardless of the number of hours or days of service. **PAYMENTS MUST BE MADE WITH A CHECK OR MONEY ORDER; NO CASH WILL BE ACCEPTED FOR PAYMENT.**
- When/if daycare hours are no longer needed or payment is delinquent, the child will be transferred into another program option. If space in another program option is not available, the child will remain in the full day classroom for the Head Start portion of the day (7:45 A.M.-2:45 P.M.) until a slot becomes available.
- Families may apply for the Child Care Subsidy Program. In the event the subsidy agreement is terminated, the parent will be responsible for paying the entire cost of the daycare slots as stated in the Day Care Agreement.
- Full Day calendar, including the Head Start portion of the day, is September-May. If a parent is not present to pickup their child by 5:30 P.M. the following steps will be taken.
  1. 1<sup>st</sup> incident will result in a written reminder of the hours and the program policy given in writing to the parent and placed on file at the center.
  2. 2<sup>nd</sup> incident will result in a charge of an additional \$1.00 per minute for every minute the parent exceeds the closing time.

3. 3<sup>rd</sup> incident will result in a \$1.00 per minute charge and a report will be filed with Community Based Services, Protection and Permanency Agency.
- Parents will receive orientation on all policies and will be required to sign an agreement for payment.
  - Full Day will be closed at various times throughout the school year to provide required staff training. Scheduled school closings for training sessions are included in the parent calendar. If you must close additional days, you will be given as much notice as possible.

### **Children and Parent Rights Pursuant to KRS 199.898**

**All children receiving child care services in a day care center licensed pursuant to KRS 199.8982, or from a provider or program receiving public funds shall have the following rights:**

- The right to be free from physical and mental abuse
- The right not to be subjected to abusive language or abusive punishment; and
- The right to be in the care of adults who shall meet their health, safety and developmental needs

**Parents, custodians, or guardians of these children specified in subsection (1) of this section have the following rights:**

- The right to have access to their children at all times the child is in care and access to the provider caring for their children during normal hours of provider operation and whenever the children are in the care of the provider.
- The right to be provided with information about childcare regulatory standards, and how to file a complaint.
- The right to file a complaint against a childcare provider without any retribution against the parent, custodian, guardian, or child; and
- The right to information from the cabinet regarding any type of licensure denial, suspension, or revocation of any operator, and cabinet reports that have found abuse or neglect by any childcare provider. Identifying information regarding children and their families shall remain confidential;

**Gateway Community Action**

**Early Head Start**

**Head Start**

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