



Head Start/Early Head Start Family Child Care Program



Parent Handbook

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Birmingham, Alabama 35222
(205) 933-1095

Website- www.jccdc.com

Facebook - @JCCDCHEADSTART



I want to personally welcome you to the Jefferson County Child Development Council, Inc.'s Head Start and Early Head Start programs! Since 1972, our agency has provided comprehensive services: cognitive, emotional, physical and social, while promoting self-esteem, self-confidence, and self-sufficiency in a nurturing family child care environment that is responsive to the individual needs of each child and their family.

Our agency is unique! Head Start and Early Head Start services are offered at Family Child Care Provider Sites that are located within their residences. This family setting allows young children a supportive place each day with a Department of Human Resources state certified staff. It is in this setting that all learning will take place.

JCCDC strives to provide comprehensive services in the areas of Mental Health/Disabilities, Education, and Family/Community Partnerships. Through our diverse program, you will better understand your child's areas of strength and any challenges they are facing. In collaboration with our Community Partners, we will support the needs you share with us. Our Family and Community Partnership Service Worker will be in regular contact with you supporting those needs with other agencies in the area.

“We believe that you are your child's first teacher.” JCCDC is here to support you in your efforts to provide a safe, loving environment for your child. Please understand that Head Start **must** have your support! You must attend Parent Meetings to learn about the opportunities for growth for you, your child and entire family.

We want to create an opportunity for this to be an awesome Early Head Start or Head Start experience for both you and your child.

We look forward to helping you reach foundational goals to a great start for the success of child!

Sincerely,

Navie Eason, Interim Executive Director

Introduction



The Jefferson County Child Development Council, Inc. (JCCDC) began in January of 1972 as a non-profit organization.

JCCDC EHS/HS FCC became an innovative program to prepare children birth to five years of age for public school. This program is one of the few FCC EHS/HS programs in the country. We are currently federally funded to serve 6 Expecting Mothers & Infants (EMIs), 36 children ages 6 weeks-3 years and 240 children 3-5 years old.

Since Head Start was established over fifty years ago, it has continued to be the best effort made by our government to give young children in this country the head start in life they might not otherwise receive. Since receiving funding in 1973 for Family Child Care, the JCCDC EHS/HS Family Child Care program has worked tirelessly to deliver high quality Head Start services to children and families in Jefferson County. Our agency has over 30 locations within Jefferson County.

We invite all of our parents to become active in our program by donating goods, volunteering, attending parent meetings, and males participating in monthly events or involvement in policy council meetings. Each of these meetings are held on a monthly basis. Parents are the most important people in their children's lives. Children look to their parents for guidance as they begin their journey through life. The purpose of Head Start/Early Head Start is to assist the family in giving the child a good foundation to build as they begin their journey. By working together, staff and parents help strengthen socialization skills, develop emotionally and prepare them to succeed. The JCCDC Head Start/Early Head Start staff and parents are a team. As a team we will assure each children receives an excellent HEAD START!

Mission Statement

JCCDC provides comprehensive developmental services: cognitive, emotional, physical, and social, while promoting self-esteem, self-confidence, and self-sufficiency in a nurturing Family Child Care environment that is responsive to the individual needs of each child and their family.

JCCDC Head Start Philosophy and Goals

We believe that a developmentally appropriate curriculum does not concentrate on pre-academic subjects, such as the alphabet, science, and math. These and other school readiness skills will, however, be integrated into a developmentally appropriate curriculum. Each child will participate in activities to meet his/her individual needs in an environment that is nurturing and stimulating and one that promotes his/her physical, emotional, social, language and cognitive development. Daily lesson plans will reflect activities designed to promote self, critical thinking, problem solving, academic readiness, and motor skills. There will be a balance of large and small group experiences throughout the day. Learning centers and activities will incorporate materials and resources, which provide for the unique needs, interests, and development levels of children in the classroom. In addition, daily activities will include opportunities for children to participate in health, nutrition, and related experiences. We believe that children with disabilities both benefit from and contribute to programming for preschool children, so we make a special effort to serve and support children with disabilities.

JCCDC's goals are: (1) to provide the most developmentally appropriate, cultural, and relevant curriculum for each child who is enrolled in our program. (2) to include a curriculum that encourages the parent to be involved with the child in order to maximize his/her social, intellectual, and physical development, while building a strong sense of self-esteem. (3) to ensure that all children, their families, and their caregivers enjoy themselves during their Head Start/Early Head Start experiences. (4) to involve parents in the program in ways that enhance their abilities to support their child's growth and development, and to assure that JCCDC Head Start/Early Head Start Program effectively addresses their own goals for their children. (5) to provide training and support for staff so they can best meet the needs of and promote the physical, social, emotional, and cognitive development of their children.

JCCDC Administrative Staff and Contacts

Interim Executive Director.....Navie Eason (379-6068)
Financial Officer..... (379-6049)
Disabilities/Mental Health Coordinator.....Jeanie Brown (379-6066)
Education Coordinator.....Nakendra Massey (379-6069)
Enrollment Recruitment, Selection and Attendance (ERSEA) & Parent, Family Community Engagement (PFCE) Coordinator..... Byanca Underwood (379-6063)
Health & Safety Coordinator.....Amy Thomas (379-6059)
Nutrition Training Specialist.....Debra Stallworth (379-6057)

JCCDC PFCE Specialists

Vernell Bradberry..... 379-6073
Diane Faught..... 379-6074
Dely Hinds..... 379-6064
Olivia Nunez..... 379-6061
Tamara Tellis..... 379-6056

Education Specialists

Tena Sales..... 379-6065
Amberley Williams..... 379-6062

Nutrition Assistant

Stella Baskin..... 379-6058



JCCDC Services

Head Start

Early Head Start

Information for Parents

- **You as a parent are encouraged** to volunteer at your child's provider site, attend Parent Meetings, workshops, Policy Council and other meetings.
- **Be sure to send an extra set of clothes** to be left at the provider's site. This is done in case of accidents. Make sure the child's name is written on the tags with a permanent marker.
- **Be sure to send 2 sets of covers for nap time.** If your child has an accident and covers are sent home to be cleaned, be sure to bring them back.
- When you **volunteer** your time in your child's classroom, this is considered an In-Kind Contribution. Each hour you volunteer is matched by federal funding which allows your child to attend Head Start/Early Head Start free of charge. We ask that each parent volunteer at least 20 hours of their time per month. That's only 5 hours a week or 1 hour each day.
- **Make sure** your child visits the doctor/dentist for routine check-ups and follow ups annually or more frequently if needed.
- **Make sure** all important documents are turned in to your child's teacher (immunization, physical, dental etc.) in order to have a smooth into Head Start/Early Head Start program.
- **Under no circumstance** shall a child begin school or remain attending school without a current immunization form.
- Please advise staff and Providers of any known food allergies or special diets.
- **Over the counter or prescription medicine** shall **not** be given to a child without a written and signed authorization from a **licensed physician**.
- **In case of an emergency** you will be notified immediately, therefore it is extremely important that your provider and the agency have current phone numbers. We **must** be able to contact you or someone authorized to pick up your child at all times.
- As we work with children, we are **mandated** by the State of Alabama to report any suspected child abuse and/or neglect

Parent Signature _____ Date: _____

My Personal Parent Involvement Plan



As a Head Start/Early Head Start parent I can:

- Set goals for myself and/or my family
- Seek a regular doctor and dentist for my child(ren) and/or family
- Take my child to the doctor for regular appointments and follow-ups
- Attend at least **three** meetings during the program year
- Assist with special activities and plans to help my child thrive
- Observe and volunteer at a Head Start/Early Head Start provider site at least once a month
- Communicate with providers about my child's curriculum, assessments, development skills and nutrition patterns, etc.
- Talk with appropriate staff about any behavioral concerns I might have about my child
- Participate in parent/child take home activities, sign in-kind forms monthly
- Seek assistance from Parent, Family, and Community Engagement Specialists when and if resources are needed.
- Give your child positive reinforcement about attending Head Start/Early Head Start
- Encourage your child to talk about his/her experience in the program
- **You** as parents are advocates for your child, if you have any questions or concerns please refer to contacts on page 5.

Program Component Areas of Head Start/Early Head Start

Child Development Services



Head Start/Early Head Start is divided into component areas to better serve our families.

- Education
- Disabilities/Mental Health
- Health & Safety
- Parent, Family, and Community Engagement
- Eligibility, Recruitment, Selection, Enrollment & Attendance
- Nutrition

Education

After the curriculum has been selected and approved, it is closely monitored by the Education component. Monitoring ensures that its delivery, by our Providers, is developmentally appropriate and helps to maximize the learning experiences for all children.

The current curriculums that are being implemented are:

The Creative Curriculum for Infants Toddlers, and Twos for Early Head Start, which is a comprehensive curriculum that offers expanded daily support, guidance, and inspiration to our children. It is based on 38 objectives for development and learning. These objectives are fully aligned with the School Readiness Goals for Infants and Toddlers and the Alabama Early Learning Guidelines.

Creative Curriculum Preschool for Head Start which is a well- structured curriculum. It offers thematic units aligned with the School Readiness Goals and the Alabama Early Learning Guidelines. The aim of this curriculum is to promote, develop and enhance Language and Literacy skills, as well as mathematical, scientific, listening and social skills, creative expression and positive self-esteem. Each curriculum is enhanced by additional resources.

The children's exposure to our daily environments offer concrete and abstract experiences to enhance each child's knowledge of themselves and his/her environment, promote development, social behavior, emotional well-being, physical skills and art appreciation.



School Readiness Goals

Assessment Opportunity – playful, curriculum-embedded classroom experiences that are opportunities for observations on particular literacy and numeracy. The objectives are guidance for adjusting the experience for children at different developmental levels. Tips for helping young children construct their own understanding of concepts as they interact and work with people, materials, events and ideas.

Teaching Strategy Gold (TSG) Objectives for Development & Learning Birth through Kindergarten

Social-Emotional:

1. Regulates own emotions and behaviors
2. Establishes and sustain positive relations
3. Participates cooperatively and constructively in group situations.

Physical:

4. Demonstrates traveling skills
5. Demonstrates Balancing skills
6. Demonstrates gross- motor manipulatives skills
7. Demonstrates fine-motor strengths

Language:

8. Listens to and understands increasingly complex language
9. Uses language to express thoughts and needs
10. Uses appropriate conversational and other communication skills

Cognitive:

11. Demonstrates positive approaches to learning
12. Remember and connects experiences
13. Uses classification skills
14. Uses symbols and images to represent something not present

Literacy:

15. Demonstrates phonological awareness
16. Demonstrates knowledge of the alphabet

17. Demonstrates knowledge of print and its uses
18. Comprehends and responds and other texts
19. Demonstrates emergent writing skills

Mathematics:

20. Uses number concepts and operations
21. Explores and describes spatial relationships and shapes
22. Compares and measures
23. Demonstrates Knowledge of patterns

Science and Technology:

24. Uses scientific inquiry skills
25. Demonstrates knowledge of characteristics of living things
26. Demonstrates knowledge of the physical properties of objects and materials
27. Demonstrates knowledge of Earth's environment
28. Uses tool and other technology to perform tasks

Social Studies:

29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live
31. Explores change related to familiar
32. Demonstrates simple geographic knowledge

The Arts:

33. Explores the visual arts
34. Explores musical concepts and expression
35. Explores dance and movements concepts
36. Explores drama through actions and language

English Language Acquisition:

37. Demonstrates progress in listening to and understanding English
38. Demonstrates progress in speaking English

The Importance of Play for Young Children



“When you asked me what I did in school today and I say, ‘I just played’. Please don’t misunderstand me. I am learning as I play. I am learning to enjoy and be successful in my work. Today, I am a child and work is play.”

Anita Wadley, 1974

Importance of Play:

The JCCDC Head Start – Early Head Start Program is serious about your child’s continued growth and development, just as you are as your child’s first and most important teacher. Play is how children naturally learn about the world and how they fit in it. We provide interesting materials and activities to promote exploration. Play helps your child build close bonds with you and with others, learn social skills, develop physically, develop and practice thinking skills and language skills. In addition, math and science concepts are learned and associated skills are developed. As you can see, through play, children gain school readiness skills that are important for their future success in school and their lives.

More Benefits of Play:

- Pretending to read, to write a story, and other related activities provides opportunities to develop literacy skills.
- Playing in small groups is a great way to develop language skills, learn how to work with others, learn how to express feelings appropriately, and problem solve.
- Playing with table toys, drawing, and painting are but a few ways children are helped to develop their small muscle skills that will aid them in developing their writing skills.
- Hopping, jumping, running, dancing and other movement experiences to assist with the development of children’s large muscle development.

Play is Important

According to the National Association for the Education of Young Children, a professional advocacy agency for young children, and those that teach young children.

DISABILITIES/MENTAL HEALTH



- The Disabilities/Mental Health component is responsible for overseeing the area of individualized education services and mental health services for the children, families and staff. Engagement opportunities include:
- Recruiting children who may require individualized services through the distribution of flyers, phone calls and meetings with community agencies and schools.
- JCCDC will collaborate with other agencies, schools and community partners to assist those children who may need referrals for, but not limited to, vision, speech, behavior, cognition, fine/gross motor, emotional or adaptive needs.
- The Disabilities/Mental Health Coordinator will proceed through the referral process with each child, including the referral meeting, eligibility meeting, and the Individual Education Program (IEP) meeting with the parents, if they qualify for services.
- JCCDC will provide professional development opportunities for Providers to meet the needs of children with individualized plans of care.
- Identify social or emotional concerns by screening each child with a mental health screener.
- Support the family, Provider and child through the use of a staffing procedure that documents behavioral concerns.
- Refer children, if necessary, to a certified counselor to receive treatment, observations and recommendations.

Child Health and Safety



JCCDC makes your child's health and safety a priority. All Provider homes are monitored and inspected to make sure that they are following all Head Start and DHR rules and regulations. Healthy habits are part of the daily routine and encouraged within the home as well. These daily habits include proper hand washing techniques, tooth brushing after meals, and awareness of germs through coughing and sneezing. To encourage physical activity, children have daily outside play except during inclement weather.

Our staff is committed to assisting parents to establish a medical and dental home for their families. We want to see our children grow and develop into healthy, happy, students ready for Kindergarten and beyond. This can be done by taking the children to their routine doctor's appointments and dentist appointments. All office staff work together along with the Providers to see that each child's individual needs are being met. Those children who have needs that are not within the normal range are supported with resources and information given to parents and families. Children with individual needs are given a Health Care Plan. The plan is completed by a physician to alert all staff to health concerns, allergies, or needs we should be aware of to properly care for each child individually.

All staff are committed to staying up-to-date with trainings and certifications, including certification in Standard First Aid/CPR. Staff also receives annual training in Recognition of Child Abuse & Neglect as well as OSHA Standards/Blood borne Pathogen Training. In order maintain compliance with the Alabama Department of Education, all Family Child Care Providers receive annual Medication Training, which allows providers to administer medication during school hours.

ADMINISTERING MEDICATIONS



No medication or medical procedures (prescription or over-the-counter) shall be administered without a written, signed Authorization form from the child's guardian/parent and prescription from a physician or health care professional.

1. HS/EHSFCC Providers may administer medication to children if the following conditions are met: The medication or dosage schedule cannot be adjusted to exclude hours the child is in the HS/EHSFCC home.
2. A child has a chronic medical problem, which may require urgent administration of a medication.
3. A child is recovering from an illness and is well enough to attend the HS/EHSFCC Program, but still requires medication (except in cases of fever).
4. The medication is prescribed and written instructions from the child's physician accompany the medication. (The label is sufficient).
5. The medicine is brought in its original container, the label is legible, and it is current.
6. **The legal guardian must complete an Authorization for Administering Medication form. This form shall be valid for no more than 7 days (5 business days) unless accompanied by a written physician's statement. Based on this regulation, the parent's authorization form alone is good for 7 days. No time frame specific if there is a written physician statement.**

If over the counter medicine is given to a child before he/she enters the Provider's home, the provider must be notified by the parent the medication given, time the medicine is given, and any known reactions from the medicine given. You must inform this information to the Provider at the time you sign the child into the Provider's home on a confidentiality form. The information will be confidential between the Provider and the parent.



JCCDC EHS-HS FCC

Authorization to Administer Medication/Medical Procedures DHR-CDC-1949

Provider: _____ **Date:** _____

Dear Parent/Guardian,

Your written permission is required to administer medication or medical procedures to your child. Any prescription drug or over the counter drug sent to the child care facility (home or center) must be in its original container and must be clearly labeled with your child's name, the name of the drug, and directions for administering the drug. A new authorization form is needed each week. If it is absolutely necessary for your child to be given medication while at the child care facility, **please complete the following information.**

Child's Name _____

Prescription Number _____

Name of Medication _____

Amount of medication to be given at each dosage _____

Instructions (How to give or apply, such as give by mouth, apply to skin, inhale, drops in eyes, etc.) _____

Time for last dosage given at home _____

Time(s) of dosage(s) to be given at the child care facility _____

Please give my child the above-named medication at the time(s) and in the amount(s) indicated.

Signature of parent/guardian _____ Date _____

To be completed by licensee/staff/caregiver:

Date medication given	Time medication given	Signature of person giving medication

Instructions:

- Staff person should complete or assist parent in completing this form;
- Complete a separate form for each prescription medication

Parent, Family & Community Engagement



The Parent, Family, and Community Engagement (PFCE) component is responsible for the recruitment of children and fostering meaningful relationships with their families. Being a part of the JCCDC Head Start/Early Head Start program means individualized services for the parents as well as the children.

Specialist can assist in:

- making referrals for utility assistance
- writing resumes
- completing applications (employment, SNAP, Medicaid, etc.)
- Spanish translation (if needed)
- Enrolling in a GED program
- Looking for housing and much more!

JCCDC's team of PFCE Specialists also serve as the link between parent, staff, family and community. Specialists can assist parents with resources available in the community and in every phase of the program, from beginning to end. We are here to offer you quality service and provide you an unforgettable Head Start experience.

- There are also several ways **YOU** as a parent, can participate:
- Become a member of JCCDC's Policy Council.
- Dads, Uncles, Grandfathers, Big Brothers (19 or older), any male figure in your child's life can join our Male Involvement "Fatherhood Initiative Program."

Parents are encouraged to volunteer. We need you: in the classroom, on field trips, at parent meetings, at screenings, agency activities, etc. Parent Orientation will be the **first official** Parent Meeting. This meeting is very important. Parents will be informed of the Head Start/Early Head Start rules, regulations, hours of operation for JCCDC providers and much more!

All meetings are held once a month. Topics of the meetings will be distributed to parents by way of flyers, phone calls, emails and text messages. Providers will also post flyers at their sites. PFCE Specialists will call as a reminder one week prior to the meeting date or event.

ERSEA

(Eligibility, Recruitment, Selection, Enrollment and Attendance)



As a Head Start/Early Head Start parent great things are expected of you on this journey towards **EXCELLENCE**. As a parent or guardian, you are expected to:

- Bring your child to school every day.
- Notify your child's provider if the child will be absent.
- Sign your child in upon arrival and sign out upon departure.
- Make sure the teacher or aide knows your child is present.
- Obtain a doctor's excuse if three or more consecutive days are missed.
- Only allow individuals on your "pick up" list to pick up your child from school.
- Make sure all individuals on the "pick up" list are over 19 years of age.

Children are recruited and enrolled in the program without regard to race, sex, color, national origin or special needs. This component area also assists families in their efforts to improve their quality of life

Termination of Enrollment

- Children can be **terminated** from the Head Start/Early Head Start program for the following reasons:
- Absenteeism- documented established pattern of excessive absences
- Violating Head Start/Early Head Start policies
- Failure to maintain immunizations and annual physicals

*Head Start/Early Head Start is a federally funded program. Funds are paid for your child to be in attendance each day the school is open. When your child doesn't attend on a consistent basis, it not only upsets their continuity of education, but it also allows federal funds to be wasted. If federal funds are not used properly, we, **JCCDC** can be asked to return funding. Returning funds means no more free education for some children in our program. This is not what we want to happen.*

Nutrition



Here at JCCDC, we strive to ensure that the nutritional needs of our children and families are met consistently. We encourage family style dining within the Provider homes and to be re-enforced in the homes of our families. We do Body Mass Index (BMI) screenings at least two times per Program year to make sure that the children are at a healthy weight according to their age and height. When children are well nourished, it helps with their healthy growth and development.

All JCCDC Providers participate in the Child and Adult Care Food Program (CACFP), where nutritious meals are prepared according the USDA standards. All children are offered breakfast, lunch and snack each day. The meals are prepared with all allergies taken into consideration. Water and milk are required unless there are special dietary restrictions.

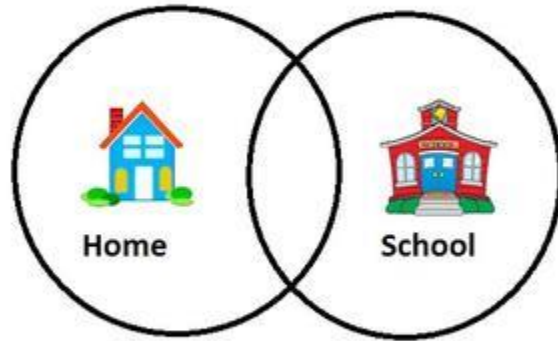
There are resources sent home to parents and posted within each Provider's site. The Providers participate in workshops to learn more creative ways to prepare meals for the children.

We work with the Health & Safety Coordinator to identify any allergies to any foods, especially in the child's health history completed at intake or the physical received from the doctor.

For our families wanting to eat healthier, we offer resources to help facilitate opportunities for the transition to a healthier lifestyle.

For breastfeeding mothers, we support nursing practices at the agency and in provider sites

Who's teaching my child?



My child's provider is _____

My provider telephone number is _____

My provider address is _____

My PFCE Specialist _____

My Specialist's direct extension is _____