



FAMILY HANDBOOK 2023-2024

EASTER SEALS NORTH GEORGIA, INC.
Head Start, Early Head Start, and
Georgia Pre-K Programs



About Easter Seals North Georgia, Inc.

Our Mission...

We strengthen children and families at the most critical times in a child's development.

Our Commitment...

Easter Seals, through its varied programs, is committed to creating solutions that change lives of children, families, and communities through the provision of the highest quality education and care that, nurtures each child's unique abilities, prepares each child for success in school and life, and strengthens and empowers families as they strive toward skill attainment and self-sufficiency.

Our Values...

These are the focal values that have been adopted nationally and locally and form the foundation for the delivery of services:

- Integrity and Ethical Conduct
- Transparent and Efficient Use of Resources
- Independence
- Excellence
- Measurable Outcomes
- Accountability
- Diversity

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Child Development Center Locations and Options

Atlanta Centers

Easter Seals Child Development Center at Guice

(NAEYC Accredited & Quality Rated Center)

1485 Woodland Avenue, Atlanta, GA 30316

Phone: (404) 622-1569

Serving children 6 weeks-5 years in: Early Head Start, Head Start and Georgia Pre-K

Easter Seals Child Development Center at Mansell

(NAEYC Accredited & Quality Rated Center)

80 Mansell Court, East Roswell, GA 30076

Phone: (678) 585-9100

Serving children 6 weeks-5 years in: Early Head Start, Head Start and Georgia Pre-K

Easter Seals Child Development Center at Sylvan

(NAEYC Accredited & Quality Rated Center)

1757 Melrose Drive, SW, Atlanta, GA 30310

Phone: (404) 758-7774

Serving children 6 weeks-5 years in: Early Head Start, Head Start and Georgia Pre-K

Easter Seals Child Development Center at Premier

(Quality Rated Center)

399 Macedonia Road, Atlanta, GA 30354

(404) 675-9301

Serving children ages 6 weeks-3 years in: Early Head Start

Easter Seals Child Development Center at Warsaw

(NAEYC Accredited & Quality Rated Center)

1240 Warsaw Road, Roswell, GA 30076

(770) 643-7999

Serving children ages 6 weeks-5 years in: Early Head Start, Head Start and Georgia Pre-K

North East Centers

Easter Seals Child Development Center at Barrow

(NAEYC Accredited & Quality Rated Center)

75 Maynard Street, Winder, GA 30680

(770) 867-6167

Serving children 3-5 years in: Head Start and Georgia Pre-K

Easter Seals Child Development Center at Gwinnett

(Quality Rated Center)

4335 Steve Reynolds Blvd, Norcross, GA 30093

(770) 674-5513

Serving children ages 6 weeks-5 years in: Early Head Start, Head Start and Georgia Pre-K

Easter Seals Child Development Center at Jackson

(NAEYC Accredited and Quality Rated Center)

215 Stan Evans Drive, Jefferson, GA 30549

(706) 367-7257

Serving children 2-5 years in: Early Head Start, Head Start and Georgia Pre-K

Easter Seals Child Development Center at Madison

(Quality Rated Center)

85 Rock Quarry Road, Danielsville, GA 30633

(706) 795-2092

Serving children 1-5 years in: Early Head Start and Head Start

Easter Seals Child Development Center at Walton

(NAEYC Accredited & Quality Rated Center)

832 GA Highway 11 South, Monroe, GA 30655

(770) 267-7107

Serving children 3-5 years in: Head Start and Georgia Pre-K

Easter Seals Child Development Center at Winder

(Quality Rated Center)

37 South Center Street, Winder, GA 30680

(470) 429-2100

Serving children 3-5 years in: Head Start and Georgia Pre-K

DeKalb Centers

Easter Seals Child Development Center at Columbia

1275 Clarendon Avenue
Avondale Estates, GA 30002
(470) 355-3689

Serving children ages 6 weeks-5 years in: Early Head Start and Head Start

Easter Seals Child Development Center at Clarkston/Corporate Office

815 Park North Blvd, Clarkston, GA 30021
(404) 458-6244

Serving children ages 6 weeks-5 years in: Early Head Start, Head Start and Georgia Pre-K

Easter Seals Child Development Center at Hambrick

777 Hambrick Rd, Stone Mountain, GA 30083
(404) 458-6483

Serving children 2-5 years in: Early Head Start, Head Start and Georgia Pre-K

Easter Seals Child Development Center at Lawrenceville

3549 Lawrenceville Hwy, Tucker, GA 30044
(470) 275-4649

Serving children 3-5 years in: Head Start and Georgia Pre-K

General Information

PURPOSE

The Early Education and Care component of Early Head Start and Head Start offers high quality, inclusive child development services for children ages 6 weeks to 5 years, in beautiful facilities in the following Georgia counties: Fulton, Barrow, Jackson, Madison, and Walton. Our centers offer a family friendly environment with program options that ensure developmentally appropriate practices, in a safe, nurturing environment while providing for a center experience that appreciates diversity of abilities, socio-economics, cultures, and languages. Ages range by centers.

SCOPE

The staff provides developmentally appropriate curriculum experiences and activities, as well as therapeutic intervention for those children in need of such services. The classrooms are staffed by early childhood educators and support staff that are well trained. Each center provides additional family engagement and support through parent workshops, educational programs, parent conferences and referral to community resources and content area specialist teams who provide a value-added enhancement of consultation and resources.

PHILOSOPHY

The program promotes:

- cognitive, emotional and physical development;
- independence and enhances the function and potential of young children;
- individualized, quality services to children and their families;
- a family engagement program to ensure that each family's priorities, concerns and cultures are addressed and incorporated into their child's daily activities;
- a naturalistic environment where each child's overall development is enhanced and enriched;
- children as active participants in their learning experiences;
- services to children with disabilities in settings in which children without disabilities participate, to promote development and acceptance;
- maintains and enhances the proficiency of staff and quality services by providing opportunities for ongoing professional development.

Easter Seals provides a child development program that also enthusiastically promotes:

- a healthy and safe environment for children;
- partnerships and regular communication with parents and family members;
- highly qualified and specially trained teaching teams;
- adult-child ratios which ensure quality care and individualized attention;
- nutritious meals and snacks;
- frequent, positive and warm interactions among adults and children;
- planned learning activities and material appropriate to each child's developmental age;
- opportunities for children with diverse abilities to participate in inclusive child development services.

LICENSING AND ACCREDITATION

The Easter Seals Child Development Centers are licensed by the State of Georgia Department of Early Care and Learning-Bright from the Start. A copy of the current license and licensing regulations are available for examination at the center office. Licensing regulations may also be obtained through the Department of Early Care and Learning, Bright from the Start. All centers also comply with Head Start Performance Standards, the Head Start Act and other Regulatory Requirements of the Office of Head Start.

Many of our centers are accredited by the National Association for the Education of Young Children (NAEYC). NAEYC represents the mark of quality in early childhood education. The goal of Easter Seals North Georgia is to have all of our centers accredited by NAEYC. To become accredited is a voluntary choice that is made by Easter Seals North Georgia to confirm our commitment to the highest quality standards in early childhood education for our children, families and staff.

PROGRAM OPTIONS

ENROLLMENT

- **Head Start/Early Head Start Programs** – are comprehensive **federally funded** programs that serve children between birth to five years of age. The programs fund the cost of child-focused and family centered programs and services to ensure that children are healthy and ready to learn and succeed. Programs and services include physical and dental exams, health and vision screenings, developmental assessment, mental health/social-emotional assessment, special needs support and services, and family services and supports.
 - Eligibility is based on age, income, location of residence and other factors defined on the selection criteria.
 - Children/Families that are determined to be most in need of services are given priority for enrollment.
 - Completion of application and required documentation (consent forms and immunization records) are required before a child can attend.
 - Additional information may be required to address any special support needed.
 - Parents are encouraged to provide health information and physical and dental examination reports if performed through the private physicians. It is the responsibility of the Head Start provider to assist families and ensure that all children have the benefit of health services to ensure that they are healthy and ready to learn and succeed. Vision and hearing screenings, developmental screenings, and screenings for social/emotional/behavioral and other concerns must be provided to all children enrolled.
- **Georgia Pre-K Program** – The **Georgia lottery funded** program for four-year old's focuses on kindergarten readiness skills. Pre-K enrollment is only available in some centers. Eligibility is based on:
 - Age - Children must be 4 years of age by September 1st.
 - Residence - Children must reside in Georgia.
 - Program Requirements - Children must meet the eligibility requirements of both Head Start and Pre-K programs.

WAITING LIST

For Head Start/Early Head Start, enrollment is based on the needs of each family as indicated by the selection criteria and priority ranking system. As available enrollment spaces are filled, the remaining children are placed on the waiting list. As vacancies occur, families are offered placement based on their order on the waiting list according to the space open by the vacancy.

PLACEMENT OF CHILDREN

Children are placed in classrooms with their age and developmentally appropriate peers. The center management is responsible for placing children in the appropriate classroom learning environment. The Center Manager may consult the Director of Quality Implementation or other content area specialists who will coordinate with the Integrated Services Team in cases of children with special needs or circumstances to plan and ensure appropriateness of placement and that needs and accommodations are met. The program must ensure that each child can be safely integrated in a typical classroom setting with regular teacher-child ratios; that there would not be the level of behavioral or other needs likely to pose a threat of harm to a child or others in the classroom setting; that physical or medical needs require care within the scope that a non-medically trained staff could safely and effectively manage; and that accommodations will not be cost prohibitive. Disclosure of information regarding children's special needs and accommodations must be provided by the parent in advance of placement or upon diagnosis. Failure to do so may result in delay of or denial of services.

Easter Seals North Georgia prohibits discrimination in programs and activities on the basis of race, national origin, color, creed, religion, sex, age, or disability. Head Start and Early Head Start enrollees must meet age, income, and residential requirements. Pre-K enrollment is available at some centers with proof of child's age of four by September 1st and proof of Georgia residency.

TRANSITIONS

When children are ready to transition to another classroom or another program, the following procedures will take place:

- Parents are notified before the transition process begins and should be involved in the planning process.
- Parents will meet the child's new teachers.
- Children will be allowed to visit the new classroom on a gradual basis agreed upon by the parent and staff.
- Transition to kindergarten is coordinated in a manner to ease the transition from preschool to an elementary level program. In order to facilitate a smooth transition, activities will be incorporated in the classroom during meal time and on field trips. Prior visits to the feeder schools are provided if permitted by the school.

NOTICE OF WITHDRAWAL

It is a goal of the program to ensure continued services for the duration of the child's preschool eligibility; however, in the event of a need to withdraw from the program, parents are requested to notify the center in writing 14 business days before the child's last day. This notification will provide an opportunity to properly transition the child from the program and prepare to identify and plan for a replacement for the withdrawn child. In the event that the program has determined that a child's needs are beyond the scope

of what the program can safely and effectively manage, parents will be notified and a transition process will commence with a plan and timeline outlined.

Operating Guidelines

HOURS OF OPERATION

Easter Seals Child Development Centers operate a year-round program for **Early Head Start** children and a ten-month program for **Head Start** and **Pre-K** children Monday through Friday.

The **Head Start** and **Pre-K** programs operate on a 6.5-hour day. The **Head Start** day begins at **8:00am** and ends at **2:30pm**

Early Head Start operates on an 8-hour day schedule Monday-Thursday. The **Early Head Start** day begins at **7:30am** and ends at **3:30pm**

Every Friday during the year, **Early Head Start** children will be released at the same time of the day as the **Head Start** children at your respective center, Fridays at **2:30pm**.

CENTER CLOSINGS AND HOLIDAYS



The centers will be closed on the following 9 major holidays:

New Year's Day Independence Day Memorial Day

Martin Luther King Day Labor Day Veterans Day

Juneteenth Thanksgiving Day Christmas Day

Please check the school calendar for other center closings which include Thanksgiving Break, Winter Break, Spring Break, Professional Development Days, Instructional Days and Early Release Days.

There may be rare occasions during which the center may need to close due to emergency circumstances beyond our control, such as extended loss of electrical power or inclement weather. If the center is unable to open due to such an emergency, a staff member will attempt to call your home as early as possible. If it becomes necessary to close the center early due to such an emergency, parents will be asked to pick up their child early or to make arrangements for a person listed on the emergency form to pick up their child. In the event of any emergency, plans have been developed and are posted for parent viewing.

Early Head Start is open August - July.

Head Start is open August - May.



INCLEMENT WEATHER

During severe weather or hazardous conditions, the centers may be closed or experience a delayed opening. The center follows federal/state/ local government and school system closure plans for weather conditions. Parents will receive a text/email notification regarding closings or delayed openings. If a decision to close the centers must be made during the program day, parents will also be notified by a text/email notification and are expected to pick up their child as quickly as possible.

Smog Alert- On days when the smog index is high, parents may request that their child remain indoors if there are potential health implications.

EMERGENCY EVACUATION POLICY

The decision to evacuate may be made by center management or by an Easter Seals' official. For short-term evacuations, the children will leave the building to designated locations. During inclement weather, if the temperature is below 50 degrees, and/or it is unsafe to return to the center within 20 minutes, staff will proceed to the designated indoor facility. Emergency plans are posted for parent viewing. Parents should be informed of evacuation locations and notification procedures.

PARENT CONCERNS

It is important to keep the lines of communication open between staff and parents. Parents have multiple opportunities to speak directly with teachers about their child's progress and development and may schedule appropriate times to meet with staff. We want you to have a rewarding and satisfactory experience while enrolled in our programs. If you should have a complaint or concern that you would like to bring to our attention, please call your Center to speak with the Center Manager or Family Support Advocate. Community/Parent Concerns are documented, and we will work with you to resolve the situation.

HALLWAY SAFETY

Please hold your child's hand at all times in the building to avoid any harm during hallway traffic.

CELL PHONE USAGE

Cell phone use is not allowed in the classroom (only in designated areas). Parents may use cell phones in the Family Room. This is to avoid disruption during classroom sessions.

FIRE DRILLS/TORNADO DRILLS/ACTIVE SHOOTER DRILLS

Fire drills are held monthly and tornado drills are held every six months as per the child care rules and regulations in order to prepare staff and children in the event of an actual emergency. Active shooter drills are held every six months.

NO SMOKING POLICY

It is the intent of the Easter Seals North Georgia to provide a healthy environment for our children, families, employees and visitors. In conjunction with the child care rules and regulations, smoking is prohibited on the premises of a center during the hours of operation and no smoking signs must be posted. Smoking is also prohibited in any vehicle used to transport children during the hours that the center is in operation. Therefore, it is the policy of Easter Seals North Georgia that our buildings and buses be designated as

smoke-free. All employees and visitors are expected to comply with this smoke-free regulation.

WEAPONS OR FIREARMS AT CHILD CARE CENTERS

Please know that your child's safety, well-being and security are our number one priority at Easter Seals North Georgia Children Services. As an organization, all of our child care facilities are deemed "no carry" zones and individuals will be denied access if found to be carrying firearms. Provisions of O.C.G.A. § 16-11-127(c), which provides that "private property owners or persons in legal control of property through a lease, rental agreement, licensing agreement, contract, or any other agreement to control access to such property shall have the right to forbid possession of a weapon or long gun on their property. Furthermore, under O.C.G.A. § 16-11-127(c), Easter Seals North Georgia Children Services "shall have the right to exclude or eject a person who is in possession of a weapon or long gun on their private property" and resort to prosecution for criminal trespass if necessary. Under Georgia's criminal trespass law, if an individual is known to be carrying firearms in an area prohibited by the private property owner, that individual may be asked to immediately leave, and, upon refusal, may be subject to Georgia's laws regarding criminal-trespass at O.C.G.A. § 16-7-21.

AMERICANS WITH DISABILITIES ACT

The ADA is one of America's most comprehensive pieces of civil rights legislation that **prohibits discrimination and guarantees that people with disabilities have the same opportunities as everyone else** to participate in the mainstream of American life -- to enjoy employment opportunities, to purchase goods and services, and to participate in State and local government programs and services.

- To be protected by the ADA, one must have a disability, which is defined as a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such impairment, or a person who is perceived by others as having such impairment.
- The ADA does not specifically name all of the impairments that are covered.
- Centers cannot exclude children with disabilities from their programs unless their presence would pose a direct threat to the health or safety of others or require a fundamental alteration of the program.
- Centers have to make reasonable modifications to their policies and practices to integrate children, parents, and guardians with disabilities into their programs unless doing so would constitute a fundamental alteration.
- Centers must provide appropriate auxiliary aids and services needed for effective communication with children or adults with disabilities, when doing so would not constitute an undue burden.
- Centers must generally make their facilities accessible to persons with disabilities. Existing facilities are subject to the readily achievable standard for barrier removal, while newly constructed facilities and any altered portions of existing facilities must be fully accessible.
- For more information visit: <http://www.ada.gov/>

INDIVIDUALS WITH DISABILITIES EDUCATION ACT

IDEA is a federal law that governs how states and public agencies provide early intervention, special education, and related services to children with disabilities.

- Infants and toddlers with disabilities (birth-2) and their families receive early intervention services under IDEA Part C/Babies Can't Wait.
- To view a slideshow visit: <http://nichcy.org/wp-content/uploads/docs/legacy/partc/1a-slideshow.pps>
- Children and youth (ages 3-21) receive special education and related services under IDEA Part B/Local Education Agencies.
- For more information visit: <http://idea.ed.gov/explore/home>

Babies Can't Wait (BCW) and Local Education Agency (LEA) Services:

Easter Seals staff may recommend parents complete a BCW or LEA referral.

- **If parents agree** with the referral, the FSA (Family Support Advocate) will assist the parent with completing a referral packet to the appropriate agency.
- BCW or LEA staff will contact the parents for further information.
- PARENTS CAN HELP THIS PROCESS BY COMPLETING & SUBMITTING DOCUMENTS AND ATTENDING FOLLOW UP MEETINGS IN A TIMELY MANNER.

If children are eligible:

- The services are provided **free of charge**.

- The services can be **provided at the child's home, in the Easter Seals Child Development Centers, or at the local primary/elementary school** (Most LEAs will provide transportation if needed).
- Therapists will communicate goals and strategies with teachers and parents.
- Parents & Early Childhood Specialists (ECS) will meet with BCW/LEA to develop service plans with individualized goals. Be an advocate for your child and make sure goals align with your child's needs.
- Children birth to three who are eligible for services will receive an Individualized Family Service Plan (IFSP).
- Children three to five who are eligible for services will receive an Individualized Education Plan (IEP).

Attendance, Arrival and Departure of Children

SAFETY CONCERNS

To ensure your child's safety, measures will be taken to provide for the safe transfer of children either from the parents via direct drop-off and pick up by parent or bus service. Caution must be used and all signs directing traffic around the building must be followed. If the child is walking, an adult should hold his or her hand at all times or transport the child in an appropriate mobility mechanism.

All parents are required to sign their child in and out each day. Sign-in sheets are available at the front reception areas, classrooms or at the bus stop for those limited bus riders. Parents of bus riders are expected to meet the bus at the assigned stop at the assigned time and sign the child on and off the bus. Only authorized adults (age 18 or older) will be allowed to receive a child from the bus. If there is no authorized adult at the bus stop, the child will be returned to the center and the parent will be notified to pick their child up from there.

PROPER ATTIRE

Proper attire is required while attending the program for the safety of all children.

- Proper clothing appropriate for play, other program activities, and weather conditions must be worn.
- Children must wear closed footwear. Sandals, flip flops, ornamentation on clothing or footwear that could pose a hazard for any child are not allowed.
- Children should not wear beads in their hair or jewelry around their neck or wrist. Any jewelry that dangles could be pulled or caught on another child during play or other activity and they may pose a hazard to children.
- If a child is determined to be in inappropriate clothing, footwear, or accessories, the parent will be contacted if the child does not have alternate clothing available.

WHAT TO SEND WITH YOUR CHILD

Infants /Toddlers/Two-Year-Olds:

- Please do not send pacifiers with string holders.
- Formula and diapers are provided for infants and toddlers enrolled in EHS
- Two changes of clothing
- Safe sleep garments without bibs, necklaces, ties, or hoods.
- Blankets, pillows and stuffed toys are not permitted for use in cribs, more details are in the safe sleeping section
- Blankets are permitted for two-year-olds
- All clothing, blankets, diaper bags and other belongings should be clearly labeled with the child's name, using a permanent marker.

Three to Five-Year-Olds:

- Two changes of clothing
- A blanket for nap time. Blankets are sent home on Fridays to be washed and returned Monday for the next week's use unless otherwise directed by center staff.
- Please do not allow children to bring candy, gum, chocolate, jewelry, money or food to the center.
- Clothing should be appropriate for the weather and the child's individual needs.
- Each class is scheduled for playground outdoor time every day, weather permitting. Practical play clothes are appropriate for everyday school wear. Children use only washable paint and child safe materials. Shoes should be appropriate to protect the feet. Jellies, flip-flops and open-toed shoes are not considered an appropriate protective covering for the feet. Old sneakers or closed toe canvas beach shoes are recommended for water play activities.
- All clothing, blankets, diaper bags and other belongings should be clearly labeled with the child's name, using a permanent marker.

PARKING

To ensure your child's safety, parents should park only in spaces designated for the child development center. Children should never be left unattended in a vehicle or vehicles left running, even for a short period of time. Valuables should also not be left in vehicles as Easter Seals' cannot assume liability if such items are damaged or removed.

ARRIVAL

The instructional day for Head Start and Pre-K begins at 8:00 a.m. Children are expected to arrive at the center by the start time for their classroom. Parents should notify center management of any schedule changes, so that staff schedules can be adjusted and an alternate breakfast provided accordingly.

Parents must sign their children in each day and leave a phone number where they can be reached if it is different from the number(s) on file.



PICK-UP

- It is the parent's responsibility to **keep all information about their child current**, to reflect changes in telephone numbers, addresses, guardianship, custody, individuals with permission to pick up their child in emergencies, health/nutrition needs and other relevant information.
- **No child will be released to any minor or adult not listed as authorized to pick up the child in writing on the enrollment form.** A telephone request to add a pick-up person will not be permitted. The pick-up authorization must be in writing.
- Anyone authorized by the custodial parent or legal guardian, **will be asked to show a photo identification** to pick up a child. A staff member not familiar with the person picking up may ask to see photo identification even if that person is a custodial parent or legal guardian.
- If your child is enrolled in Head Start or Pre-K, your **child must be picked up on time** at the end of their program day.
- If your child is riding the bus to a designated stop, a **parent or authorized adult (18 years of age or older) must be at the designated bus stop** to pick up the child when the bus arrives.

The program will **NOT** release or transfer care and custody of a child to any person where there is reasonable cause or suspicion that the person is under the influence of alcohol, drugs, or otherwise impaired and/or is demonstrating behavior that presents concern for the wellbeing of a child. In such a case, the presenting adult must have another authorized adult to receive the child. In the event of refusal or when there is no other adult to receive the child, staff must contact the DFCS and/or police.

Please be advised that the center cannot refuse to release a child to the child's parent or legal guardian who has or shares legal custody of the child, who presents reliable evidence of such right, and who presents valid photo identification. In most cases, both parents have equal custody rights unless and until a court provides documentation otherwise. This is often the case if parents have separated and one has moved out of the family home. Therefore, if you do not authorize your child's other parent or legal guardian to pick up your child, you **must provide the center with a certified copy of the court order awarding custody solely to you or denying custody to such person.** The center cannot refuse to release a child to a parent without a court order. Parents experiencing custody issues are strongly urged to keep center staff fully advised of circumstances that might affect the center and their child.

LATE PICK-UP

The centers will strictly adhere to their closing time. If after the center's closing time the parent has not called and the center staff is unable to contact any person on the emergency contact list provided by the parent, the staff person may contact DFCS Child Protective Services and your child will be released to their custody.

Early Childhood Education

ATTENDANCE/ABSENCES

Attendance is critical for children to adjust and experience success in the program. The center must be notified of all absences for the safety of all children, as well as record-keeping purposes. **If a child is unexpectedly absent and a parent has not contacted the program within one hour of program start time, the center will attempt to contact the parent to ensure the child's well-being.** A note from the child's doctor may be required whenever the child is absent for three or more days. A doctor's note is required for a child to return following certain communicable diseases. Your child will receive a classroom short-term exclusion form that will inform the parent of this requirement. A representative from the center may contact the family in order to inquire about the reason for their child's absence and to identify any support that may be indicated. Repeated patterns of absences cause concern for the child and the program. Such matters will be reviewed on a case by case basis and if the child's attendance does not resume, then the program must consider that slot vacant.

CLASSROOM RATIOS

Easter Seals Child Development Centers have multiple classrooms to serve children of different ages. Children are placed with their age appropriate peers unless otherwise necessary.

Classroom/Age Grouping	Maximum Number of Children in a Class	Number of Staff
Infant	8	2
Toddler	8	2
Two (2's)	8	2
Three (3) by Sept. 1	17	2
Four (4) by Sept. 1 (up to kindergarten eligible)	20	2

STAFF

Each classroom is regularly staffed with at least two early childhood teachers. Other center staff may include a center manager/center supervisor, an assistant manager, administrative assistant, a cook, and family support advocates as applicable. The Center Manager oversees all center program operations and supervises all center-based staff.

SUBSTITUTES

In the absence of our regular staff, substitute classroom staff, drivers, cooks or other program personnel may be used. All substitute staff meet the state of Georgia licensing requirements, have satisfactory criminal record checks, and have experience in their area of responsibility.

INTERNS

Easter Seals partners with several local colleges and universities to provide learning opportunities for students preparing for careers in early childhood education and social work through intern placement in the centers. They are assigned to work alongside teachers and family support advocates for practical experience in a child development environment.

DEVELOPMENTAL SCREENINGS AND ASSESSMENTS

All children will receive developmental screenings using a standardized screening tool within 45 days of enrollment. These screenings will provide a baseline of information for teachers to use for individual planning and development for each child. Assessments/evaluations will be completed at least three times during the school year to measure a child's progress and document achievements throughout the school year.

FIELD TRIPS AND ENRICHMENT ACTIVITIES

Enrichment activities are an integral part of our program. They are organized and planned with the intention to enhance the learning experience. They may take place on-site or off site for Head Start/Pre-K participants. On-site experiences only are provided for the Early Head Start participants. Parents will be notified in writing at least 3 days before the trip. A permission form must be signed by the parent to authorize the child's participation in the field trip and for transportation. If the center does not have a signed form from the parent, the child will not be allowed to go on the trip. The child can, however, stay at the center and join another class that is not participating. Trips may have to be cancelled. Every attempt will be made to reschedule. Easter Seals pays for all costs incurred on the trip.

CURRICULUM

A big part of your child's Head Start experience will be spent interacting with other children and caregivers. Great care has been taken to provide a learning environment which invites your child to learn as he/she plays. Education activities in Head Start are individualized for children based on learning styles, interests and developmental needs. Head Start is most successful when parents and staff work together by linking home and school activities. Each of us has something valuable to contribute. You are the most familiar with your child's interests, routines, and experiences. This important information will be used to plan your child's Head Start year to develop cognitive, social, physical, and emotional skills. Easter Seals North Georgia implements the Creative Curriculum, which allows children to participate and learn from investigative studies, all of which promote deep thinking and learning. Each child is assessed three times per year to monitor progress. Progress reports are shared with parents throughout the year.

Easter Seals bases its Child Development programs on the National Association for the Education of Young Children (NAEYC) guidelines and a variety of developmentally appropriate practices to shape the various curriculum modules. Children learn through active exploration of the environment. The *Creative Curriculum*, as well as other

developmentally appropriate models, forms the framework for the instructional day. (Dittoes, worksheets, and color in the line patterns are not appropriate learning tools for young children.) Daily Notes, and posted lesson plans will keep parents abreast of classroom activities and also provide ways to continue child's learning at home. Staff will engage parents in parent teacher conferences and home visits to strengthen partnership and communication on needs and services of children.

As a Head Start/Early Head Start provider, Easter Seals North Georgia has developed School Readiness goals that are aligned with the Head Start Early Learning Outcomes Framework, the Georgia Early Learning and Developmental Standards (GELDS), and the requirements and expectations of the schools that children will be attending. Implementation of the Creative Curriculum supports the goal of ensuring that children are ready for school.

THE CREATIVE CURRICULUM FOR INFANTS, TODDLERS & TWOS

VOLUME 1: THE FOUNDATION

VOLUME 2: Routines and Experiences

VOLUME 3: Objectives for Development & Learning

THE CREATIVE CURRICULUM FOR PRESCHOOL

VOLUME 1: The Foundation

VOLUME 2: Interest Areas

VOLUME 3: Social Emotional, Physical & Cognitive Development

VOLUME 4: Language and Literacy

VOLUME 5: Mathematics

VOLUME 6: Science and Technology, Social Studies and The Arts

VOLUME 7: Objectives for Developmental Learning: Birth Through Third Grade

DAILY SCHEDULE: EARLY HEAD START

A generalized schedule of children's daily activities will be posted in each classroom. Schedules will vary somewhat from day to day depending on the specific activities planned, the age and needs of individual children and the class as a whole.

Early Head Start	Typical Daily Schedule
7:30am– 8:00am	Arrivals/Family Check-in/Table Toys
8:00am- 8:15am	Music & Movement
8:15am-8:30am	Highlights Hello Read (Book Conversation Cards)/Transition to Handwashing
8:30am-8:50am	Breakfast (Family Style Dining)/Transition to Learning Centers as C finish Breakfast/Routine Care
8:50am-9:50am	Indoor Experiences (Planned Group Experiences offered during Exploration)
9:50am-10:00am	Music & Movement/Transition to Small Group
10:00am-10:15am	Small Group Activities/Restroom
10:15am-11:00am	Outdoor Experiences (Planned Outdoor Experience offered during Exploration)/Transition
11:00am-11:30am	Lunch (Family Style Dining)/Transition to Tooth Brushing as children finish lunch/Routine Care
11:30am-11:45am	Tooth Brushing/Transition to Rest Time
11:45am-1:15pm	Rest Time/Soft Music/Quiet Play for Non-Sleepers
1:15pm-1:35pm	Wake Up/Theme Read/Routine Care
1:35pm-2:00pm	Snack/Transition to Outdoor Experiences
2:00pm-2:45pm	Outdoor Experiences (Planned Outdoor Experience offered during Exploration)/Transition inside/Handwashing
2:45pm-3:00pm	Second Step
3:00pm-3:30pm	Closing Activities – Recall (Short planned activity that recalls the day)/Routine Care

DAILY SCHEDULE: HEAD START

A generalized schedule of children's daily activities will be posted in each classroom. Schedules will vary somewhat from day to day depending on the specific activities planned, the age and needs of individual children and the class as a whole.

Head Start	Typical Daily Schedule
8:00am - 8:10am	Arrival, Greeting-Family Check In, Handwashing, Journals, Manipulatives
8:10am-8:30am	Circle time (theme, calendar, helpers)/Second Step
8:30am-9:00am	Breakfast (family style dining/nutrition/cleanup/handwashing/transition)
9:00am-9:15am	Focus Book Read 1 (Book related to theme)
9:15am-9:30am	Small Groups (independent and teacher guided activities)
9:30am-10:30am	Outside play (teacher directed activities and outdoor learning centers)/transition handwashing
10:30am-11:30am	Learning centers (child directed activities/independent play activities)
11:30am-12:00pm	Lunch (family style dining/nutrition/cleanup/transition/handwashing)
12:00pm-12:10pm	Music & movement (tooth brushing /handwashing)
12:10pm-12:40pm	Outside play (teacher directed activities and outdoor learning centers) transition inside/handwashing
12:40pm-12:50pm	Large Group Literacy
12:50pm-1:05pm	Book Read 2
1:05pm-2:05pm	Rest Time
2:05pm-2:15pm	Wake Up/Phonological Awareness
2:15pm-2:30pm	Closing Activity/Recall

THE CLASSROOM

Play in Your Child's Classroom Head Start believes play is an important part of your child's learning. During play children are solving problems, experimenting, developing social skills and increasing language and vocabulary. These activities help your child to develop physically, intellectually, socially and emotionally. Your child's classroom is divided into very specific areas. Listed below are some of the skills the children are working on while they are playing.

Manipulative (Small Motor Area) This area helps to enhance children's fine motor skills and cognitive or thinking skills. They practice sorting objects into categories. A variety of materials are here such as puzzles, stacking toys, shape toys, homemade games, peg sets, or small building sets.

Active Play (Large Motor) This is an active area where children work on developing and improving large muscle skills.

Dramatic Play Area This is a "make believe" area. Children have a chance to practice family and community roles. They begin to understand themselves and the culture better. They are able to practice problem solving by coming up with solutions to everyday problems. This area is often set up as a house but might also be turned into a grocery store, post office, doctor's office or veterinarian's office.

Discovery Area: Invites children to explore & investigate. This area may include some basic tools as well as objects & materials from the natural world.

Library - Listening Center This is a quiet area where children can relax by ones or twos. A variety of books are provided. This area may have beanbags, stuffed animals, pillows, or a small rocking chair. Children can explore books by themselves. This area may also have a flannel board, story tapes, puppets, etc. Children practice pre-reading skills such as: sequencing, right to left progression and predicting outcomes.

Writing Center, the writing area encourages children's personal writing, which may not look anything like the letters, as we know them!

Creative Art In this area children are exposed to as many "messy" art projects as possible. We are not concerned with the end product but rather the process of creativity and doing. Children are able to express original ideas and feelings creatively.

Block Area This area contains large and small blocks plus props such as trucks, animals, block people etc. Children learn pre-math skills, eye hand coordination and practice social interactions.



BIRTHDAYS

In order to assure a safe, healthy and rational approach towards the celebration of children's birthdays, we have adopted birthday celebration guidelines for all parents. Our centers are dedicated to put into practice healthy nutritional habits by providing healthier choices to all families and children. Children's birthdays are celebrated collectively at the end of each month. Children may sing birthday songs and engage in storytelling activities. **Please, note that our Head Start Programs do not allow parents to bring birthday party celebration materials; i.e. cake, decorations, party favors, etc.**

TOILET TRAINING

When developmentally ready, children will be provided support from adults to independently use the toilet. A child who is not developmentally ready will be provided diaper changing, utilizing best educational/health practices.

1. A child must exhibit milestones of development to begin toilet training. Milestones are muscle control, emotional readiness, a willingness to cooperate in the process, and the ability to communicate toileting needs.
2. As developmentally appropriate for each individual child, teachers will actively assist children in pulling up and down clothes, wiping themselves, flushing the toilet, and hand washing.

SAFE SLEEP FOR INFANTS

Easter Seals North Georgia ensures the safety of sleeping infants by adhering to the most current guidelines on reducing the risk of Sudden Infant Death Syndrome (SIDS).

Procedures:

1. Staff shall put an infant to sleep on the infant's back unless the center has been provided a physician's written statement authorizing another sleep position for that particular infant. The infant shall be placed for sleeping on a firm, tight-fitting mattress in a sturdy and safe crib. If the crib has sidebars, the bars will be no more than two and three-eighths (2 3/8") apart. The infant sleeping equipment must meet the standards of the United States Consumer Product Safety Commission. Certificates of Compliance are kept on site.
2. Any crib used for sleeping shall have a tight-fitting bottom crib sheet with no pillows, quilts, comforters, bumper pads, sheepskins, stuffed toys, or other soft items in the crib or rest equipment. Additionally, staff will not attach or allow any objects to be attached to a crib with a sleeping infant, including but not limited to crib gyms, toys, mirrors, or mobiles.
3. Parents are to provide safe sleep garments without bibs, necklaces, hoods, or ties. Such garments will fit according to the commercial manufacturer's guidelines and will not slip up around the infant's face. Blankets will **NOT** be used in cribs. The infant's head remains uncovered during sleep. The infant's sleeping area shall be maintained within a temperature range of sixty-five (65) to eighty-five (85) degrees depending upon the season.
4. When an infant can easily turn over onto his or her stomach, staff shall continue to put the infant to sleep initially on the infant's back, but allow the infant to roll over onto his or her stomach as the infant prefers. Swaddling or positioning devices that restrict the infant's movement in the crib shall **NOT** be used unless a physician's written statement authorizing its use is provided for that particular infant, including instructions and timeframe for swaddling or use of positioning devices.
5. Staff will immediately move an infant to safe sleeping equipment if the infant falls asleep in equipment not specifically designed for infant sleep.
6. Staff will position themselves in the classroom to ensure that they can supervise children by sight and sound at all times, including when they are awake, when they are falling asleep, when they are sleeping, and when they are waking up.
7. Staff will conduct frequent checks of the children while asleep and are able to see each infant's face and color of his/her skin, check the infant's breathing and pacifier placement, and ensure that the infant's head remains uncovered.
8. Cribs are maintained in the locked position at all times and are checked regularly by staff to ensure that the crib lock remains secured. Crib construction shall be in good repair and free of hazards.

9. Crib sheets are changed daily or more often as needed. Infants are typically assigned to a specific crib, but if not, sheets will be changed and mattresses disinfected prior to the change of occupant.
10. Children that are awake while others are sleeping are to be engaged in appropriate activity.

POSITIVE GUIDANCE AND BEHAVIOR MANAGEMENT

The goal is to have the children be responsible for their own behavior and to ensure a setting where children can interact peacefully without harm to their peers and others. Most problematic situations are avoided by keeping the children engaged in activities that are appropriately challenging and interesting, as well as by maintaining a predictable structure upon which the children can rely. Each classroom has clearly established and consistently reinforced rules regarding appropriate behavior. These rules are intended to ensure the child's safety and the safety of others within the classroom and the center, as well as to promote appropriate social development and relationships both with peers and with adults. Such rules may include taking turns, using words to express needs and wants, walking in the classroom and using materials safely and respecting the space and property of others.

At no time is physical punishment or punishment related to food, naps, playtime, or use of bathrooms allowed. Typical child guidance methods used are redirection and ignoring a situation if the child or other children are not in danger.

If a child's behavior is such that she/he consistently displays hostile or aggressive behavior which is dangerous to self or others, and cannot be effectively managed in the classroom, center staff may develop a plan of action with the family or develop other strategies to support social emotional well-being.

In an effort to ensure the safety and well-being of all center children and staff, the following policy has been developed to address unacceptable and sometimes aggressive behavior. The policy is geared to involve parents throughout the process and to encourage a genuine collaborative effort to help the child learn more appropriate and safer means of expressing him/herself.

1. The center will notify parents after one week of persistent inappropriate behavior.
2. Continuance of inappropriate behaviors over a two-week period will result in a mandatory parent meeting with staff within one week of notification.
3. A plan of action including a timeline for additional steps that may become necessary will be developed.
4. If the inappropriate behavior continues following one month of attempted intervention by center staff and parents, parents will be asked to consult with the internal mental health specialist or a community mental health professional regarding the child's behavior. A mental health evaluation or psychological evaluation will be required at this time. The Specialist may convene the Integrated Services Team in order to facilitate comprehensive planning and coordination of services.
5. A behavior support plan may be appropriate and can be developed internally or in collaboration with a community or public-school specialist. This plan will be implemented for one month in an effort to alter the inappropriate behavior. A

referral may be indicated to the Easter Seals social/emotional development team providing small group intervention and parent training and support at the center (Incredible Years Program).

6. Children who enter the center with a diagnosed condition that may affect their ability to control their behavior must provide a written explanation of the child's diagnosis, and a behavioral plan signed by the child's mental health provider. Parents must meet with the Integrated Services Team prior to the child's attending in order to review such a plan.

One of the central developmental tasks of early childhood is to develop self-regulation and social competence. This ability is one of the most important factors in later school success. In our Easter Seals Early Care and Learning centers, developmentally appropriate child guidance procedures are used to assist children in developing the social and emotional skills they need to be successful in their interactions with others and to understand social rules and expectations.

In our programs, we have established program-wide expectations that guide the behavior of children and staff. We encourage families to also apply these expectations when guiding their child's interactions with others in the home and community.

Teachers in our classrooms use a variety of developmentally appropriate child guidance procedures to encourage appropriate behavior and assist children in learning the rules and expectations of the classroom.

These methods include: positive encouragement, redirection, setting boundaries, teaching rules for appropriate behavior, and logical consequences.

Corporal punishment (i.e., spanking) is not used in our program, nor is it allowed on our campus.

An important focus of our program is the instruction of social emotional skills. Your child's teacher will be actively engaged in helping your child learn how to express emotions appropriately, identify emotions in others, develop friendship skills, use problem solving to resolve conflicts, and use language to express their needs and concerns.

All of the strategies used are part of evidence-based curricula recommended by National Head Start, NAEYC and the Georgia Department of Education.

Positive Behavior Intervention and Supports. (PBIS)

<https://www.pbis.org/>

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The Pyramid Model

<http://challengingbehavior.cbcs.usf.edu/>

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The Incredible Years/Dinosaur School

<http://www.incredibleyears.com/>

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Second Step

<http://www.secondstep.org/>

If there seems to be a change in a child's behavior or your child has behavior that is causing a concern, program staff will communicate and strategize with you concerning behavioral issues and their possible cause, considering all of the factors that impact your child and family.

AUTISM SERVICES

Who we are

Easter Seals North Georgia (ESNG) has provided high-quality services to children with developmental disabilities and other special needs and their families living in Georgia since 1950. Children with Autism Spectrum Disorder (ASD) participate in ESNG's programs, including our Early Intervention & Therapy Services and Early Education & Care Program.

Our team consists of highly trained clinicians and support staff in Applied Behavior Analysis, Early Childhood Education, early intervention and care, and special education. Each member of our team uses their passion, dedication, and talent to create positive outcomes for the students we serve.

What we do

Our team works to use their considerable talents and passions to ensure an equitable school experience for all students under our care. Utilizing a whole-child approach, we can use each child's skill set to create unique and neuro-affirming goals. ESNG services support children with brain-based differences by providing individualized therapy services such as physical therapy, occupational therapy, speech language pathology and applied behavior analysis therapy. We have experience in the classroom and clinical settings.

Applied Behavior Analysis (ABA)

We provide applied behavior analysis therapy for children with ASD. ABA focuses on building social, communication, play, and independent life skills. A board-certified behavior analyst (BCBA) works to create an individualized plan of care for each child. As part of a collaborative approach with our Head Start and Early Head Start programs, our ABA services consist of both push-in and pull-out classroom therapy through 1:1 direct and group settings.

Caregiver Coaching and Support Services

Our caregiver coaching and support services are available for all families that have a diagnosis of ASD. Our BCBA's provide training units individualized to each child and family. Training topics are specific to parenting a young child with ASD. The ABA and Autism services team also work to provide support services and resources based on the needs of the families we serve.

Navigator Program

Family Navigators coordinate care for families and children diagnosed with or showing signs of ASD. Family Navigators assist families by identifying any developmental delays and connecting families with resources and information. Family Navigators work to remove any barriers for families to aid the development and success of each child.

Navigator Training

Navigator training is for teachers to connect their skills with students in need. Focal students typically have a diagnosis of ASD, but the module supports are not limited to only students with brain-based differences. This training is a combination of in-person modules and classroom coaching.

Parent Workshops

In addition to family connections, our family navigators will soon offer parent workshops. The topics will include things like parenting, potty training, navigating IEPs and 504s, and working through the Katie Beckett deeming waiver.

Family Engagement

FAMILY PARTNERSHIPS

A Family Partnership Agreement is the process of identifying the strengths and interests and needed resources of each family and assisting them in setting and achieving their goals. It begins upon enrollment with a Parent Interest Survey. During the program year the Family Support Advocate and Parent will meet together to plan goals and the steps to achieve those goals, and identify appropriate community resources.

PARENT WORKSHOPS

Workshops for staff and parents are offered throughout the year to increase awareness of current trends in the field of early education as well as providing families with additional knowledge to address their child's early development and other relevant topics. Families are surveyed each new school year regarding topics they wish to learn more about. Workshops are scheduled at convenient times to allow both staff and parents' participation and opportunities are extended to attend other community-based conferences.

PARENT ACTIVITY FUNDS NARRATIVE

<https://eclkc.ohs.acf.hhs.gov/fiscal-management/article/parent-activity-funds-narrative>

Parent committees are allocated a specific amount from the Parent Activity Fund to develop and implement parent projects and activities.

The Parent Activity Fund is money set aside in the program budget to provide parents the opportunity and experience in planning, developing and implementing their own projects. The Parent Activity Fund amount varies from center to center. Easter Seals allocates from \$10 per child for this fund. Generally, each Parent Committee is allocated a specific amount from the Parent Activity Fund based on the number of children the Parent Committee represents. For example, with a \$10 per child parent activity fund allotment, the Parent Activity Fund would be \$400 in a center with 40 children.

The Parent Committee would decide how they want to spend the funds, and would then make a request to the Policy Council for approval.

Specific examples of the kinds of activities supported by the Parent Activity Fund include:

- Identifying a special speaker to present at a Parent Committee meeting and paying his or her fee.
- Including parents on a field trip to the zoo and paying their entrance fee.
- Paying the registration fee and expenses for a Parent of the Year to attend a state Head Start Association conference.
- Purchasing ingredients for a cooking class for parents on low-budget nutritious meals or traditional cooking or some other special food interest.

The Parent Activity Fund should be spent on the basis of project relatedness.

The Parent Activity Fund must not be used for activities that are solely for entertainment. Entertainment can be defined as cost of amusement, diversion, social activities, ceremonies, and incidental cost relating thereto, such as meals, lodging, transportation, and gratuities. However, the Parent Activity Fund can be used for expenses where entertainment may play an incidental part in the activity. Therefore,

programs should always couple entertainment expenses with project-related activities. Spending must always be for program-related expenses or the spending would be unallowed. This goes not only for entertainment expenditures, but for all other types of expenditures as well.

PARENT-TEACHER CONFERENCES

Parent-teacher conferences and home visits are held twice each year to discuss the child's progress. It is very important that you plan to attend conferences and parent meetings. Parents or staff can request a conference at any time as needed.

FAMILY ENGAGEMENT

The program ensures a variety of opportunities for family involvement and engagement. Family engagement is believed to be an important factor in fulfilling the partnership between the program and families, as it seeks to prepare children for success in school and families for self-sufficiency. Family members are expected to volunteer in the center reading and assisting with various activities, assisting with special events, chaperoning field trips and/or representing the center on the Policy Council or the Parent Committee.

Family Support Advocates (FSAs) are social work trained professionals that are available in each center to support children and families. Oversight is provided by a Family Services Specialist who provides training and support to ensure consistency of service delivery and adherence to high quality standards. They abide by the highest of ethical and professional standards as they perform many functions to include:

- facilitating the application and enrollment processes
- assisting families in developing and reaching goals
- accessing community resources to enhance self-sufficiency and family/child needs
- coordinating parent meetings and training
- assisting in the transition process

POLICY COUNCIL

Family members attending parent meetings will elect a representative from their center to be on the Easter Seals Head Start Policy Council. Policy Council members meet monthly to review program goals and oversee the general program operation and budget. Policy Council participation is an excellent leadership opportunity. This great learning experience provides you with first-hand experience in parliamentary procedure and decision making which better prepares you for community involvement.

PARENT COMMITTEES

Parents and Easter Seals Staff come together to provide input on center operations, policies, procedures and systems. The training of parents is planned to ensure systems are understood, valued and implemented consistently through monthly meetings.

Each center conducts regular parent meetings which gives parents the opportunity to engage and interact with other parents and share ideas. Information received from these meetings are important input to the Head Start Program's Policy Council. Policy Council members will report to parents the work and discussions of the Policy Council. The ongoing communication from the parent group to the policy group and back to the parent group is key to developing a strong Head Start program committed to meeting the needs of children and families. Policy Council minutes are shared with families in a variety of ways; posted at the center, during home visits and parent meetings or sent home with children.

Committees may include: Curriculum, Advisory, Hiring, Family Services, Professional Development, Bylaws & Policies, Selection & Criteria, and the Agency Staff committee.

DISPUTE/GRIEVANCE RESOLUTION

Easter Seals North Georgia strives to ensure that operations flow smoothly and that services are provided without conflict or dispute. However, in the event disputes or grievances do occur, there will be a system of communication and appeal of all matters presented and fair and expedient resolution will be the desired goal. Easter Seals Child Development Program, if applicable, will resolve all disagreements between any parties in its executive level management fairly and timely. Whenever possible, disagreements will be resolved through a process of mediation and conciliation up to professional mediation, as necessary. Failure of mediation either formal or informal to produce agreement will result in binding arbitration.

The concern may be that of a parent, guest, community partner, community member, or other who has a concern to be expressed. In the event of a dispute or disagreement between the governing body, policy council, and administrative staff, the internal resolution policy will be followed. In the event of a staff concern, procedures outlined in the employee handbook will be processed allowing for the supervisor closest to the situation to respond to the matter with staff having provisions to appeal through the chain of command through the President/CEO until resolved. The decision of the President/CEO will be considered final.

All general concerns, complaints, or grievances will be processed as follows:

1. Concerned party presents a concern/complaint in writing to the Center Manager at the location of concern or to an immediate supervisor.
2. Recipient may respond to issues in a face-to-face meeting and/or prepare a written response.
3. If the issue is not resolved, the matter is reviewed by the next level supervisor (Director of Quality Implementation) and continues up the chain of command through the President/CEO until the matter is resolved. Each respondent will provide a response in writing as requested and a record of all phases of process will be maintained. The final phase for a general complaint will be reviewed by the President/CEO. The decision of the President/CEO will be considered final.
4. In case of a dispute between Executive leadership including the grantee, governing body, Policy Council, Agency President/CEO and the Vice President of Early Education and Care disagreements will be resolved through processes of mediation and conciliation, including compromise, discussion, and consensus will be processed through professional mediation and binding arbitration as needed to resolve matter.

Note: Disagreement, i.e. an internal dispute, exists when two (or more) groups (or) individuals that share the formal approval/disapproval function as defined in Appendix A of the Head Start Standards and, if applicable, Early Head Start Program Performance Standards.

PARENT CODE OF CONDUCT

The Easter Seals North Georgia (ESNG) Early Education and Care program expects all staff, volunteers, and the parents/guardians of enrolled children to act in a manner consistent with courtesy and respect. One of the goals of ESNG is to provide the most appropriate environment in which a child can grow, learn, and develop. Achieving this ideal environment is not only the responsibility of the employees of ESNG, but the responsibility of each and every parent or adult who enters the center. Parents are required to behave in a manner that fosters this high-quality environment.

Inappropriate/Threatening Communication Abusive, threatening, profane, or harassing communication, either in person, by e-mail or text/voicemail/phone, or other written or verbal communication is prohibited.

Threats of any kind will not be tolerated. Any individual making a threat may be temporarily restricted from accessing the center and adjoining property until an internal review is completed. Depending upon the severity of the threat, ESNG may be required to report the threat to the appropriate authorities.

Corporal Punishment

ESNG does not support or condone corporal punishment of children, and such acts are not permitted on ESNG property or at ESNG events. Corporal punishment includes but is not limited to hitting, spanking, shaking, slapping, twisting, pulling, squeezing, or biting. Abusive, profane, or sarcastic language or verbal abuse, threats, or derogatory remarks about the child will also not be permitted. Parents are encouraged to discuss child behavior concerns with their child's teacher or other appropriate ESNG staff to seek guidance regarding appropriate and effective behavior management strategies.

Parents are prohibited from addressing, for the purpose of correction or discipline, a child that is not their own. If a parent should witness a child who is not their own behaving in a concerning manner, or is concerned about behavior reported to them by their own child, the parent must report the concern to their child's teacher or the Center Manager. The concerned parent may not address their concerns with anyone other than the teacher or Center Manager.

Firearms and Weapons

At no time is any person permitted to carry any type of firearm, ammunition, or weapon on ESNG property for any reason. Violation of this policy may result in immediate dismissal from the program.

Substances

The following are prohibited on ESNG property to include the parking lot:

- Smoking/Vaping
- Consuming Alcohol
- Illegal use of substances or prescriptions
- Physical and cognitive impairment from the use of any of the above

Entering the Building

Parents are required to follow safety procedures at all times. These procedures are designed to protect the welfare and best interest of ESNG employees, children, and families. Please be mindful of ESNG entrance procedures. Please do not allow unauthorized individuals into the building. Holding the door open for the person following you may be polite, however that person may not be authorized to enter the premises. Be alert and mindful. Immediately report any safety breaches to the Center Manager.

Confidentiality Policy

ESNG adheres to the strict confidentiality of child, family, and staff information. Parents must refrain from pressuring employees or other parents for information which is not pertinent to themselves and refrain from sharing information with others that is not pertinent to themselves.

Easter Seals North Georgia expects parents to conduct themselves properly while onsite at our centers. Aggressive, abusive, or threatening behavior is unacceptable and may impact your child's continued enrollment in the program. Parents/guardians who violate the Parent Code of Conduct may not be permitted on agency property thereafter.

Health and Emergency Medical Procedures

Easter Seals programs stress the importance of overall health and wellness for our children and families. Our staff work closely with our families to identify health and developmental concerns and referrals can be made to address those concerns.

Our goal is to ensure that every child has ongoing access to a medical and a dental provider.

Additionally, staff will provide support, as needed, with appointments, follow-up and treatments. In addition, staff will conduct Health Literacy workshops that will educate families on becoming informed about their child's physical and dental health.

Our program shares a common goal with you: that your child is healthy and ready to learn! To promote healthy development, every child in Head Start needs a physical and dental exam plus any follow-up from these exams. Because parents have a primary long-term responsibility for their child's health, we expect you to be fully involved in your child's medical and dental services. Easter Seals believes that early intervention improves a child's capacity to learn and develop.

You can: stay updated about your child's health, illnesses, injuries, allergies, special diets or special needs.

What Head Start will do:

- Support you in making an appointment for a physical or well child check-up/screening.
- Support you in making a dental exam and/or treatment appointment.
- Remind you of upcoming health appointments and topics to talk with your health providers about.
- Provide information and resources to connect you with health care coverage and a system of ongoing health care.
- Support you in applying for health care coverage.
- Support good oral health through classroom tooth brushing

ILLNESSES

The goal of the program is to enable all the children enrolled in the program to participate as healthy individuals. This ensures the health and safety of all children and adults at the center.

If a child becomes ill or has a condition that warrants attention from a nurse/doctor, the parent, legal guardian or other persons authorized by the parent shall be notified immediately when the condition requires exclusion from the facility. It is the sole responsibility of the parent to arrange pick up of the child within 1 hour of being notified. Should a situation arise whereby a parent cannot pick up their child within one hour, center management must be notified, and other arrangements made. This policy will be strictly enforced.

Any child exhibiting the following symptoms during the 24-hour period prior to scheduled attendance at the center must be kept at home until all symptoms have been gone for 24 hours. **Exclusion is necessary when:**

- a) the illness prevents the child from participating comfortably in program activities,
- b) the illness results in a greater care need than the child care staff can provide without compromising the health and safety of the other children,
- c) or the child has any of the following conditions:
 - equivalent of a **one hundred one (101) degrees Fahrenheit or higher oral temperature and another contagious symptom**
 - **Cold symptoms** (i.e. runny nose, cough, persistent congestion): The child will be excluded for a runny nose and/or cough where there is discharge or phlegm. The child will be excluded until symptom free. The child may need to have a clearance from his/her health care provider unless there is documentation of allergy condition and evidence of such condition.
 - **Rashes** on the body, except diaper rash or poison ivy. The child will be excluded until a health care provider determines that the symptoms do not indicate a communicable disease.
 - **Diarrhea** (loose, watery, foul smelling bowel movements): The child will need to be excluded after two (2) diarrhea stool for a minimum of 24 hours and until diarrhea free. During peak season of outbreaks of diarrhea, you may be requested to have a stool culture. This policy is based on the recommendations from the Centers for Disease Control (CDC).
 - **Vomiting**: The child will be excluded after two or more episodes of vomiting. He/she may return after the 24-hour vomiting period is resolved or, in some cases, until a health care provider determines the illness to be non-communicable and the child is not in danger of dehydration.
 - **Conjunctivitis (Pink Eye)**: The child will be excluded from the facility until 24 hours after treatment has started. He/she may not return until a health care provider has seen him and treatment has been initiated for 24 hours. The child will need to return with a doctor's clearance including diagnosis and treatment prescribed.
 - **Impetigo**: The child will be excluded from the facility until 24 hours after treatment has started. He/she may return 24 hours after treatment has been initiated, accompanied by a doctor's clearance including diagnosis and treatment prescribed.
 - **Strep Throat**: The child will be excluded from the facility until 48 hours after treatment has started. He/she may return after treatment has been initiated and he/she is fever free for 24 hours.
 - **Generally, not feeling well** where interest in activities or activity level is greatly reduced. Supervised accommodations may be made for children as is feasible.
 - **Chicken Pox**: The child will be excluded from the facility. He/she may return after sores have dried and crusted over. The child will need a doctor's clearance.

- **Ringworm:** The child can be included with ringworm; however, the child will be excluded for ringworm of the scalp and may return only after being seen by a health care provider with treatment initiated. He/she will need to return with a doctor's clearance indicating diagnosis and treatment prescribed.
 - Ringworm on the body will not always lead to exclusion if the ringworm remains covered at all times while at the facility provided that an over the counter anti-fungal treatment has been initiated.
 - If the condition does not improve, the child may need to be seen by his/her health care provider, returning with a doctor's clearance.
- **Mouth sores and drooling:** The child will be excluded until a health care provider determines the condition is non-infectious. The child may return with a doctor's clearance.

HEALTH ALERTS

If your child has been exposed to or is diagnosed with chicken pox, rubella (German measles), lice or other common childhood illnesses, a health alert will be issued indicating that an exposure has occurred. It is important that other families be notified of their child's possible exposure to these illnesses. In the case of contagious illnesses, parents are **required** to keep the child at **home until a written statement is obtained from the child's doctor indicating that the child is free of contagious illness and may return to school.** When considered necessary, the Easter Seals Child Development Center may require additional medical information, examination and/or medical tests prior to considering the child's continued participation in center programs.

DOCTOR'S NOTE

The Doctor's note must show:

- The child is allowed to return to school.
- It must clearly state if the child is returning without any restrictions to their activity or with restrictions to their activity. If there are restrictions to the child's activity, the doctor needs to clearly state what they are on the DOCTOR'S NOTE.

Providing a DOCTOR'S NOTE allows the staff to know exactly how to care for your child at the center after hospitalization, surgery, injury or extensive dental work.



NUTRITION

Mealtime is a very important part of the Child Development Center's daily routine. This includes assisting a child in learning to feed him/herself. Mealtimes are used as educational opportunities and social skill development. Breakfast and lunch are served daily. Early Head Start also receives an afternoon snack. The program participates in the state food program (CACFP) whose guidelines are designed to ensure that children are receiving healthy meals and snacks daily. All meals provided by the center are prepared by trained Nutrition Technicians with attention to variety, appeal, and the appropriate type and textures of food for your child. Parents are invited to join their child for lunch in the classroom. Family style dining is practiced in the classroom.

Special dietary needs are accommodated to the extent feasible when accompanied by a doctor's note. Substitutions are provided as feasible to resemble the balanced meal being served.

For infants and toddlers unable to eat the regular food served as part of their meal program, the program will supply the child's formula and/or food as required. Food and formula will be refrigerated unless it is deemed unnecessary. It is the staff's responsibility to place the food in the appropriate storage area. All unused food and formula will be discarded at the end of the day.

The center maintains an emergency supply of food and formula in the event that a child has an inadequate supply of food. Parents need to provide the appropriate staff with a list of foods and formulas that their child is unable to eat.

PHYSICAL AND ORAL HEALTH

Every child must have completed & on file:

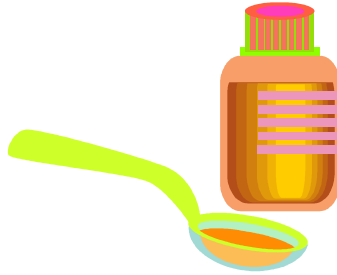
- Up-to-date **Immunization** record: **Easter Seals may not retain a child at the center for more than 60 days without an up to date immunization record on file.**
- **Annual Physical Exam** and treatment every 12 months including annual flu shots
- Screenings:
 - **Vision Screening**
 - **Hearing Screening**
 - **Dental Exam**, every 6 months, and treatment completed

MEDICATIONS

Parents are responsible for giving their children medications to the extent possible. In cases where this is not possible, the parents must contact the *Center Manager* for a **case by case** decision regarding giving medicine at school. If approved, the designated and trained staff can give a child medicine only if the following procedures are followed:

1. A prescription medication must be given to the office staff in the original prescription bottle with the pharmacist's label. The bottle must include time, dosage, and route medication is to be administered. The parent must sign a Medication Administration Form authorizing the center to give the medicine.
2. Non-prescription (over-the-counter) medication will be given only with written authorization of a physician or parent. As with all medication, non-prescription medication must be labeled with the child's name and brought in its original container and handed directly to a staff member. The parent must complete and sign the Medication Authorization Form authorizing the center to give the medicine. Forms are available from center management. **Forms shall expire or be renewed after 10 calendar days**, except in the case of long-term medication, in which case the parent must indicate this on the Medication Form. Both long-and short-term Medication Authorization Forms shall be kept on file in the main office file, with a copy retained in the child's classroom file.
 - **All medications shall be stored in a locked cabinet or in a locked container in the refrigerator out of a child's reach.** Unused medications shall be returned to the child's parent upon expiration of the Medication Authorization Form.

- Medical prescriptions authorizing therapy are required annually before beginning therapy.



MEDICAL EMERGENCIES

If a child should become seriously ill or sustain a serious injury requiring immediate treatment, supervising staff may make the decision to call the Emergency Medical Services. Every effort will be made to establish contact with parents prior to making this decision. 911 will be called in an emergency. The decision and location to transport will be the decision of paramedics. The individual handling the injury fills out an incident report and follows the procedures outlined in the next paragraph regarding incident reports.

For less serious injuries, parents will be notified by phone call if at all possible. The individual handling the injury fills out an incident report. The center manager is notified of the injury and signs the incident report with a copy to the parent. Parents must be given the incident report on the day the injury occurred. Although every effort is made to keep children safe, most children sustain a series of bumps, bruises and scrapes during the early years.

ALLERGIES

Parents/guardians must notify the center, in writing, of any allergies or other medical conditions upon enrollment or as the parents become aware of them. All parents/guardians will be required to sign a form releasing the center from liability for harm resulting from exposure to allergens or contagions. Any special diet or food allergy requiring food substitutions at the center must be documented in writing on the medical facility's letterhead by the child's doctor.

A Health and Nutrition Specialist is available to work with the parent of any child who has special dietary requirements as documented by the child's doctor. We strive to ensure that all children in the program are well nourished.

PROTECTING CHILDREN AND REPORTING CHILD ABUSE/NEGLECT

Staff are required by law to ensure the safety of children and to report suspicions of child abuse or neglect to **Child Protective Services** and other authorities as appropriate. Allegations will be determined based on the report of the child, physical and other factors where there is indication that the safety and well-being of a child is compromised. Staff receive training on child safety and on recognizing and reporting signs of possible abuse or neglect and their responsibilities as **Mandated Reporters**.

BITING

Many children, during their early years of development may exhibit biting due to frustration, a need for attention or a variety of other reasons. Biting is considered a serious incident due to the potential health implications and every effort is made to prevent such occurrences. First aid procedures are applied immediately. It is agency policy

to call the parents of the child who has been bitten and the child who has done the biting to make them aware of the incident while respecting the confidentiality of the other child involved.

Walking Safely with Children Pedestrian Safety

Walking with a toddler or preschooler opens up a whole new world at a whole new level. These young walkers are looking at new and exciting things and often too busy and too young to be aware of any dangers. That is a parent or caregiver's job that is made especially harder when these newly independent mobile children don't want to hold hands.

Generally speaking, children under 9 years of age lack the hearing, peripheral vision and judgment capabilities necessary for them to be able to safely navigate busy streets. These tips may help keep these little wanderers safe and happy:

- Children under 9 should not walk alone.
- Hold hands at all intersections and when crossing any driveways or lanes.
- Teach and enforce a rule that the child must stop immediately when told to do so and follow further instructions.
- Teach children to stay away from the edge of the sidewalk.
- If children are riding a ride-on toy, keep them close at all times.
- One of the premier rules of the road to teach your children is "Stop, Look and Listen."
- Always look both ways and exercise caution when crossing at a crosswalk or intersection. It is important to not just look at the cars stopped at the intersection but any approaching vehicles and cyclists as well. Even when crossing at a green light it is still important to look all ways and watch for turning cars. Never run across an intersection.
- Make eye contact with drivers to be sure you have been seen and that all cars have come to a complete stop before crossing at an intersection or crosswalk.
- Constantly reinforce and demonstrate safety rules when walking with children and even by yourself - you never know who may be watching.
- Stay away from and never go into a car with a stranger.
- Teach children to walk in safe areas - avoid parking lots, paths through wooded areas, secluded areas, loose gravel and busy roads.
- Wear bright or reflective clothing for night or evening walks.
- Walk across crosswalks and intersections only. Do not cross the street between parked cars.
- When walking on roads without sidewalks, always walk on the side of the road facing traffic and as close to the edge as possible.
- Stay out of ditches and away from ponds, streams and rivers.
- Stay away from school buses and other buses.
- If you hear a siren, it is best to move away from the road as far as possible, stop and wait until the emergency vehicle has passed before continuing your walk.
- Come to a complete stop at all stop signs and obey all other road signs.
- Plan routes that are not too long for the age of the youngest walker.
- Consult with your local library, government offices and health departments for booklets, programs and guides about road safety

Each child and family is unique; therefore, these Recommendations for Preventive Pediatric Health Care are designed for the care of children who are receiving competent parenting, have no manifestations of any important health problems, and are growing and developing in a satisfactory fashion. Developmental, psychosocial, and chronic disease issues for children and adolescents may require frequent counseling and treatment visits separate from preventive care visits. Additional visits also may become necessary if circumstances suggest variations from normal. These recommendations represent a consensus by the American Academy of Pediatrics (AAP) and Bright Futures. The AAP continues to emphasize the great importance of continuity of care in comprehensive health supervision and the need to avoid fragmentation of care.

Refer to the specific guidance by age as listed in the Bright Futures Guidelines (Hagan JF, Shaw JS, Duncan PM, eds. Bright Futures: Guidelines for Health Supervision of Infants, Children, and Adolescents, 4th ed. American Academy of Pediatrics, 2017). The recommendations in this statement do not indicate an exclusive course of treatment or serve as a standard of medical care. Variations, taking into account individual circumstances, may be appropriate. The Bright Futures/American Academy of Pediatrics Recommendations for Preventive Pediatric Health Care are updated annually.

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AGE ¹	INFANCY								EARLY CHILDHOOD					MIDDLE CHILDHOOD					ADOLESCENCE													
	Prenatal ²	Newborn ³	3-5 d ⁴	By 1 mo	2 mo	4 mo	6 mo	8 mo	12 mo	15 mo	18 mo	24 mo	30 mo	3 yr	4 yr	5 yr	6 yr	7 yr	8 yr	9 yr	10 yr	11 yr	12 yr	13 yr	14 yr	15 yr	16 yr	17 yr	18 yr	19 yr	20 yr	21 yr
HISTORY																																
Initial/Interval	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
MEASUREMENTS																																
Length/Height and Weight	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Head Circumference	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Weight for Length	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Body Mass Index ⁵																																
Blood Pressure ⁶	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
SENSORY SCREENING																																
Vision ⁷	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Hearing ⁸	0 ¹	0 ¹	→	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
DEVELOPMENTAL/BEHAVIORAL HEALTH																																
Developmental Screening ⁹																																
Autism Spectrum Disorder Screening ¹⁰																																
Developmental Surveillance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Psychosocial/Behavioral Assessment ¹¹	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Tobacco, Alcohol, or Drug Use Assessment ¹²																						*	*	*	*	*	*	*	*	*		
Depression Screening ¹³																						*	*	*	*	*	*	*	*	*		
Maternal Depression Screening ¹⁴				0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
PHYSICAL EXAMINATION¹⁵																																
PROCEDURES¹⁶																																
Newborn Blood	0 ¹⁷	0 ¹⁷	→																													
Newborn Bilirubin ¹⁸	0	0																														
Critical Congenital Heart Defect ¹⁹	0	0																														
Immunization ²⁰	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Antibiotic ²¹					*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
Lead ²²					*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
Tuberculosis ²³			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
Dyslipidemia ²⁴																						*	*	*	*	*	*	*	*	*		
Sexually Transmitted Infections ²⁵																						*	*	*	*	*	*	*	*	*		
HIV ²⁶																						*	*	*	*	*	*	*	*	*		
Hepatitis C Virus Infection ²⁷																						*	*	*	*	*	*	*	*	*		
Cervical Dysplasia ²⁸																																
ORAL HEALTH²⁹																																
Fluoride Varnish ³⁰																																
Fluoride Supplemental ³¹					*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
ANTICIPATORY GUIDANCE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		

- If a child comes under care for the first time at any point on the schedule, or if any items are not accomplished at the suggested age, the schedule should be brought up to date at the earliest possible time.
- A prenatal visit is recommended for parents who are at high risk, for first-time parents, and for those who request a conference. The prenatal visit should include anticipatory guidance, pertinent medical history, and a discussion of benefits of breastfeeding and planned method of feeding, per "The Prenatal Visit" (<https://pediatrics.aappublications.org/content/142/1/620181218>).
- Newborns should have an evaluation after birth, and breastfeeding should be encouraged (and instruction and support should be offered).
- Newborns should have an evaluation within 3 to 5 days of birth and within 48 to 72 hours after discharge from the hospital to include evaluation for feeding and jaundice. Breastfeeding newborns should receive formal breastfeeding evaluation, and their mothers should receive encouragement and instruction, as recommended in "Breastfeeding and the Use of Human Milk" (<https://pediatrics.aappublications.org/content/129/3/6877>). Newborns discharged less than 48 hours after delivery must be examined within 48 hours of discharge, per "Hospital Stay for Healthy Term Newborns" (<https://pediatrics.aappublications.org/content/135/2/405>).
- Screen, per "Expert Committee Recommendations Regarding the Prevention, Assessment, and Treatment of Child and Adolescent Overweight and Obesity: Summary Report" (http://pediatrics.aappublications.org/content/120/Supplement_4/514).
- Screening should occur per "Clinical Practice Guidelines for Screening and Management of High Blood Pressure in Children and Adolescents" (<https://pediatrics.aappublications.org/content/140/5/62017196>). Blood pressure measurement in infants and children with specific risk conditions should be performed at visits before age 3 years.
- A visual acuity screen is recommended at ages 4 and 5 years, as well as in cooperative 3-year-olds. Instrument-based screening may be used to assess risk at ages 12 and 24 months, in addition to the well visits at 3 through 5 years of age. See "Visual System Assessment in Infants, Children, and Young Adults by Pediatricians" (<http://pediatrics.aappublications.org/content/137/1/62015356>) and "Procedures for the Evaluation of the Visual System by Pediatricians" (<http://pediatrics.aappublications.org/content/137/1/62015359>).
- Confirm initial screen was completed, verify results, and follow up, as appropriate. Newborns should be screened, per "Year 2007 Position Statement: Principles and Guidelines for Early Hearing Detection and Intervention Programs" (<http://pediatrics.aappublications.org/content/120/4/898>).
- Verify results as soon as possible, and follow up, as appropriate.
- Screen with audiometry including 4,000 and 8,000 Hz frequencies once between 11 and 14 years, once between 15 and 17 years, and once between 18 and 21 years. See "The Sensitivity of Adolescent Hearing Screeners Significantly Improves by Adding High Frequencies" (<https://www.sciencedirect.com/science/article/pii/S153816060800483>).
- Screening should occur per "Promoting Optimal Development: Identifying Infants and Young Children With Developmental Disorders Through Developmental Surveillance and Screening" (<https://pediatrics.aappublications.org/content/146/1/62019348>).
- Screening should occur per "Identification, Evaluation, and Management of Children With Autism Spectrum Disorder" (<https://pediatrics.aappublications.org/content/145/1/62018947>).
- This assessment should be family centered and may include an assessment of child social-emotional health, caregiver depression, and social determinants of health. See "Promoting Optimal Development: Screening for Behavioral and Emotional Problems" (<http://pediatrics.aappublications.org/content/135/2/384>) and "Poverty and Child Health in the United States" (<http://pediatrics.aappublications.org/content/137/1/62016330>).
- A recommended assessment tool is available at <http://craff.org>.
- Recommended screening using the Patient Health Questionnaire (PHQ-2) or other tools available in the GLAD-PC toolkit and at https://download.aappublications.org/AAP-PCF-Mental_Health_Tool_for_Pediatrics.pdf.
- Screening should occur per "Incorporating Recognition and Management of Perinatal Depression into Pediatric Practice" (<http://pediatrics.aappublications.org/content/143/1/62016329>).
- At each visit, age-appropriate physical examination is essential, with infant totally unclothed and older children undressed and suitably draped. See "Use of Chaperones During the Physical Examination of the Pediatric Patient" (<http://pediatrics.aappublications.org/content/127/5/997>).
- These may be modified, depending on entry point into schedule and individual need.
- Confirm initial screen was completed, verify results, and follow up, as appropriate. The Recommended Uniform Screening Panel (<https://www.hrsa.gov/advisory-committees/heritable-disorders/rush/index.html>), as determined by The Secretary's Advisory Committee on Heritable Disorders in Newborns and Children, and state newborn screening laws/regulations (<https://www.babyfriendly.org/newborn-screening/tables>) establish the criteria for and coverage of newborn screening procedures and programs.

(continued)

KEY: 0 = to be performed * = risk assessment to be performed with appropriate action to follow, if positive ← → = range during which a service may be provided

BMJ 2021;363:n2121

EASTER SEALS SCHOOL CALENDAR 2023-2024

4 Independence Day
7 Developmental Milestone
7 Last Day for Early Head Start, Summer Transitioning Program
10 - 12 Early Head Start and Summer Transition Program Teacher Post-planning
17 - 28 Professional Development (all centers) 10-month staff return

JULY 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY 2024						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	

8 Developmental Milestone
19 Professional Development

Instructional Days: 20

1 - 4 Pre-Service
7 First Day of School

AUGUST 2023						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

MARCH 2024						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

11 Professional Development

Instructional Days: 20

4 Labor Day

SEPTEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

APRIL 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1 - 5 Spring Break
15 - 19 Week of the Young Child™

Instructional Days: 17

2 - 6 Georgia Pre-K Week
9 Professional Development
14 Family Fall Festival

OCTOBER 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

MAY 2024						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

6 - 10 Teacher Appreciation Week
9 Developmental Milestone
22 Last Day of School for Head Start Children
23 - 24 Professional Development
27 Memorial Day
28 - 31 Early Head Start and Summer Transition Program Teacher Pre-planning
Instructional Days: 16

7 Professional Development
8 Developmental Milestone
20 - 21 Professional Development
20 - 24 Thanksgiving Break (Children)
22 - 24 Thanksgiving Break (Center Staff)

NOVEMBER 2023						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JUNE 2024						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

3 First Day of Early Head Start and Summer Transition Program
19 Juneteenth
Instructional Days: 19

15 Early Release (Employee Recognition Lunch)

DECEMBER 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

JULY 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

4 Independence Day
12 Developmental Milestone
12 Last Day for Early Head Start and Summer Transition Program
15 - 19 Early Head Start and Summer Transition Program Teacher Post-planning
22 - 30 Professional Development 10-month staff return
Instructional Days: 9

1 New Year's Day
2 Professional Development
15 M.L. King, Jr. Birthday
Instructional Days: 20

JANUARY 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

	First/Last Day of School
	Professional Development Day (Children do not report)
	Holiday/Break (Children and Center Staff)
	Early Release Day (For Children)
	Developmental Milestone
	Pre/Post Planning-Summer Programs

2023-2024
 180 Instructional Days (HS)
 1167.5 Instructional Hours (HS)
 208 Instructional Days (EHS)
 1620.5 Instructional Hours (EHS)

