

2025-26

PARENT HANDBOOK

EARLY HEAD START
HEAD START





My child attends the _____ site.

My child's site phone number is _____.

My child's Teachers are _____.

My Family Service Worker is _____.

My Site Leader is _____.

- ☆ The Early Head Start/Head Start Administration Office phone number is 734-785-7702 (to reach a member of the management team dial 734-785-7705 and the extension of the individual you are trying to reach when prompted)

- ☆ Visit our website at www.guidance-center.org



Early Head Start/Head Start Management Team

Program Director	Adrienne Sewell	Ext 7144
Assistant Director	Diane Perryman	Ext 7574
Assistant Director	Suzanne Wilson	Ext 7095
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Education Specialist	Deborah Doyle	Ext 7840
Health Specialist	Shawn Rodgers	Ext 7447
Human Resource Specialist	Leanne Berro	Ext 7681
Disability Specialist	Michele Lopez	Ext 7157
Kitchen Monitor	DeAnna Tyson-Mayo	Ext 7147
Mental Health Specialist	Stefanie Hightower	Ext 7118
Mentor Coach	Kristine Davidson	Ext 7238
Mentor Coach	Megan Bozymowski	Ext 7029
Mentor Coach	Naila Harhara	Ext 7425
Mentor Coach	Trisha Murdoch	Ext 7215
Monitoring Specialist	Sheila Gondek	Ext 7026
Nutrition Specialist	LaTonya Sinclair-Hardy	Ext 7198
Parent Involvement Specialist	Leslie Windless	Ext 7541
Social Service Specialist	Emily Moore	Ext 7397
Assistant Site Leader – Belleville	Barbara Capooth	Ext 7197
Site Leader – Lincoln Park	Angela Ferrall	Ext 7570
Assistant Site Leader – Lincoln Park	Jamcia Berry	Ext 7387
Site Leader – River Rouge	Geneva Walker-Smith	Ext 7601
Site Leader – Romulus	Meagan Anderson	Ext 7510
Site Leader – Taylor-New Hope	Kim Barnhart	Ext 7631

August 2025,

Welcome to The Guidance Center (TGC) Early Head Start/Head Start Program!

We are delighted to welcome you and your child to one of the most enriching early childhood programs available right here in your community! The TGC Early Head Start/Head Start Program is built on strong partnerships between parents, community members, and staff. Together, we support the growth and development of young children and give them a true “Head Start” in their educational journey.

Your active participation plays a vital role in your child's success. As your child’s first and most influential teacher, your involvement not only supports their development, but also provides you with meaningful opportunities to engage, grow, and connect. We encourage all parents and legal guardians to contribute at least 10 volunteer hours each month.

There are many exciting ways to get involved, both at school and at home. Here are just a few of the opportunities available to you:

1. Classroom Volunteering
2. Monthly Site Parent Meetings
3. Grantee Policy Council Meetings, Workshops, and Activities
4. Family Connections In-Home Activity Sheets
5. ReadyRosie Program
6. Parent/Family Workshops
7. Family Activities and Events
8. Classroom Curriculum and Menu Planning
9. Health Services Advisory Committee (HSAC)
10. And many more!

Over the next few weeks, you’ll become more familiar with our program and all it has to offer. We use a developmentally appropriate, child-centered approach to learning that fosters self-esteem and builds essential skills in reading, math, writing, problem-solving, and social development—laying the foundation for kindergarten and lifelong learning.

You and our staff will become true partners in your child’s early education journey.

Please take time to carefully read through the family handbook. It includes important information to guide you throughout the year and outlines the many opportunities available for you to get involved. If you have any questions, don’t hesitate to reach out to your family service worker, site leader, or any member of our Early Head Start/Head Start team.

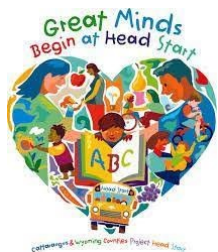
We look forward to a fantastic school year ahead!

Warm regards,

Adrienne Sewell, Director of Early Childhood Education Programs

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2025-2026 Program Year

Head Start Program Philosophy

The philosophy of our Head Start program is to bring about a greater degree of social competence in children from low-income families while providing them with high quality, nurturing and responsive learning environments. Social competence means the child's everyday effectiveness in dealing with both the present environment and later responsibilities in school and life.

Early Head Start Program Philosophy

The philosophy of our Early Head Start program is to promote healthy prenatal outcomes for pregnant women, enhance the development of very young children, and promote healthy family development.

Early Head Start/Head Start Program Goals

1. TGC EHS/HS will provide parents the opportunity to increase their knowledge of early childhood education and build staff capacity.
2. TGC EHS/HS will implement a comprehensive professional development program that increase staff abilities to better meet the needs of children and families and to advance their career within the program.
3. TGC EHS/HS will put supports in place to support the mental health and wellness of staff and families.

The Guidance Center Mission & Vision Statement

Mission: Nurture development. Foster resilience. Cultivate well-being.

Vision: The Guidance Center will be an innovative leader in programs, community engagement, and collaboration to create a vibrant future for those we serve.

Funding & Licensing Information

Funding for our Early Head Start and Head Start program originates from the U.S. Department of Health and Human Services (HHS) who grants funding to the Office of Head Start (OHS)/Administration of Children and Families (ACF) who directly funds TGC to provide Early Head Start and Head Start services.

All of our Early Head Start/Head Start sites are licensed by the Michigan Department of Lifelong Education, Advancement, and Potential (MiLeap) Child Care Licensing Bureau (CCBL). Our sites no longer keep a licensing notebook, but internet is available onsite. Reports from at least the last three years are available at <https://cclb.my.site.com/micchirp/s/statewide-facility-search>.

All Early Head Start/Head Start nutritious meals and snacks are provided by the Child and Adult Food Care Program (CACFP) and administered by the US. Department of Agriculture (USDA). In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Individuals with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the agency (state or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact

USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) (http://www.ascr.usda.gov/complaint_filing_cust.html) online, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) Mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410
- (2) Fax: (202) 690-7442
- (3) Email: program.intake@usda.gov

This institution is an equal opportunity provider.

Enrollment & Vacancies

The Office of Head Start requires all Early Head Start and Head Start programs to maintain full enrollment for the entire school year. Recruitment occurs throughout the year to ensure full enrollment. Selection into our program is based on current federal income guidelines and TGC Early Head Start and Head Start selection criteria. All children selected to participate in our program must have a completed physical, up-to-date immunization record, health and nutrition histories on file before the first day of school to be counted as enrolled. All children ages 1 year and older also need a completed dental exam on file before the first day of school to be counted as enrolled.

Selection & Attendance

Selection into Early Head Start and Head Start is based on the family eligibility factors. Applications must be completed to determine eligibility for selection. Families with Supplemental Nutrition Assistance Program (SNAP) benefits are automatically eligible with proof of current benefits. Proof of family income, residency, documentation of the child's birth, and a signed record of immunizations are required to be submitted to complete the family file for selection. Completed family files are ranked according to the total number of eligibility factors. Those with the highest eligibility factors are selected into the program first.

Research shows that regular attendance in preschool continues on to first through third grades. We want to help you and your child achieve regular attendance so they will be ready for kindergarten and future success in school. If a child is chronically absent, missing more than 10% of school (one or two days every few weeks), staff will request to meet with your family to create an Attendance Success Plan. Parent/legal guardians are asked to call, text or email to report their child's absence and the reason for the absence. If you do not contact the site after the classroom start time, we will call you to make sure that you and your child are safe. If we do not receive a response from you for 3 days, we will send you a letter and possibly conduct a home visit. If there is no response from you for 8 days, we will assume that you are no longer interested in attending and will withdraw you and your child from our program.

Fee Policy

There are no fees to enroll, participate or receive services from TGC's Early Head Start or Head Start program.

Parent & Community Grievance Policy

All TGC Governing Board members, Policy Council members, staff and volunteers strive to establish and maintain positive relationships with every parent/legal guardian, child and community member involved in our program. The Parent and Community Grievance Policy provides guidance to present, discuss and resolve program and/or individual issues that may occur. This policy is posted on all site parent boards and at the Grantee office. All formal grievances will be resolved at the appropriate level and with the designated TGC Early Head Start/Head Start staff member. For most concerns, parent/legal guardians should first speak with a site staff member, then to the site leader.



Family Engagement and Volunteering



Whether you schedule a day to come in or just have extra time to help, we are always happy to see you. You can participate in many different ways in our Early Head Start/Head Start program. Your engagement enhances the educational experience of your child. We encourage you to participate in as many ways as possible.

Home Visits & Parent-Teacher Conferences

Over the course of the school year, you will be given the opportunity to participate in two home visits in August and March, and two parent-teacher conferences in December and May/June. These may take place in your home or at another agreed upon location within the community. During this time, our staff and your family get to know each other and discuss common goals for your child. A site staff will contact you in advance to schedule the best date and time that works for you and your family.

The Family Partnership Agreement (FPA)

Within 45 days of enrolling your child, a family service worker will contact you to start working on a Family Partnership Agreement (FPA). Your family will work closely with your family service worker at the site to identify current and ongoing strengths in your family, short and long-term needs/goals, as well as any situation your family may be experiencing that requires resources and support. You may have a specific goal you want to accomplish. Your family service worker will help you develop an action plan which outlines steps and provide support to assist in achieving that goal. Over the course of the program year, you will participate in three family meetings with your family service worker. For your convenience, your family service worker will contact you in advance to schedule these meetings around home visits and parent-teacher conference appointments.

In-Kind Match & Volunteering

Parent, family and community participation is very important to our Early Head Start/Head Start program. 75% of the funding needed to operate our program is provided through the U.S. Department of Health and Human Services (HHS), which is our direct funding source. Our program is required to provide the other 25%, identified as “in-kind” by receiving donations from members of the community and community organizations; as well as parent, family and community volunteer hours. These volunteer hours and donations count towards the annual in-kind goal we must reach each year.

In-kind Goals for 2025-2026

Total Program Match - \$2,170,581	Program Match for our Families - \$1,085,290.50
Parent Volunteer Rate per Hour \$26.49 Time + Volunteering = \$\$\$\$\$	
To meet this year's in-kind goal of \$1,085,290.50 at 100%, each child would need to have family members completing at least 10.5 hours of volunteer activities on a monthly basis earning a total of \$278.15 of in-kind for their child's classroom.	

Volunteer participation is extremely important to our Head Start/Early Head Start program. Parent/legal guardians and family members also play a major part in achieving our in-kind goals. Parent/legal guardians and family members can help with the in-kind requirement by volunteering their time within the program. Without parent, family and community engagement, the program cannot be funded. Your participation as a volunteer enriches the educational experience in all of our children. You can volunteer in many different ways in our program.

- **At home you can:**
 - Complete the Family Connection In-Home activity sheets with your child.
 - Complete the Physical Fitness and Literacy activity sheets with your child.
 - Watch ReadyRosie videos and complete the activities with your child.
 - Repair classroom toys or equipment.
 - Work on or make things for the classroom (make playdough, cut out materials, etc.).
 - Recruit new families.
- **In the classroom you can:**
 - Help children with daily classroom activities, including outdoor play.
 - Assist the teacher and assistant teacher during rest time.
 - Help plan classroom activities with the teacher and assistant teacher.
 - Read a book or share a story with children.
 - Introduce a talent, family culture or tradition.
 - Introduce songs and sing with the children.
- **At the site you can:**
 - Work on newsletters, calendars, flyers, posters or bulletin boards, etc.
 - Assist with building and playground safety.
 - Complete general office work (phones, buzzers, copies, etc.).
 - Volunteer as a greeter at the start of the day or at site events and meetings.
 - Assist in menu planning.
 - Assist with planning events such as Buddy Day's and Cultural Night.
 - Serve as a bilingual translator.
 - Attend parent meetings and workshops.
 - Participate in family activities and events.

Please make sure to complete the documentation of your volunteer time on the proper form. If you need help finding or completing the form, do not hesitate to ask any staff member at your site.

Volunteer Orientation & Screening Process

Every individual who chooses to volunteer in our program will be required to participate in our volunteer orientation process before joining the children in the classroom. The volunteer orientation will be offered at each site at different times throughout the year. You can also schedule a time to meet with your site leader or the Parent Involvement Specialist at your convenience.

As required by the Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP) Child Care Licensing Bureau (CCLB), all volunteers who participate in classroom activities interacting with children other than their own, must complete a Public Sex Offenders Registry clearance before volunteering in the classroom. To complete this, the Public Sex Offenders Registry Clearance Authorization Form must be filled out and submitted with a copy of a valid driver's license or state issued identification card. This clearance will be kept securely on file at the site as required by MiLEAP CCBL. If your clearance contains information that does not meet MiLEAP CCBL regulations, such as a conviction, you will not be permitted to volunteer in-person in our program, but your child will remain enrolled.

Volunteering in the Classroom (4 hours per week or more)

Volunteers who are in the classroom 4 or more hours per week within 2 consecutive weeks, will also be required to complete TGC's volunteer application and screening process. This includes submitting a copy of a

valid driver's license or state issued identification card for completion of criminal and sex offender background checks, obtaining a Michigan Department of Health and Human Services (MDHHS) Central Registry Clearance and passing a Tuberculosis (TB) test. Your site leader can assist you regarding the steps to complete

this process. If any of the required clearances come back with information that may prove to be more serious than a minor traffic offense, it may result in the termination of your in-person volunteer status within our program.

Family Connections In-Home Activity Sheets

Family Connections In-Home activity sheets are a great way for you to stay connected and involved in supporting your child's learning at home. Based on the Individualized Learning Plan (ILP) goals that you developed with your child's teacher at your initial home visit and update at parent-teacher conferences, your child's teacher will send home activity sheets for you and your child to work on together. These activity sheets are designed to foster your child's growth and development, ultimately preparing them for kindergarten.

When you receive the weekly activity sheets, select one activity to do with your child each day for a total of no more than 20 minutes. Record the time spent completing each activity and document your feedback on the sheet. Please return the completed Family Connections In-Home activity sheet to your child's teacher on a weekly basis. Please remember to add together and record the total number of minutes from the week on the bottom of the sheet. The total minutes per sheet may add up to, but may not exceed 100 minutes. Be sure to sign and date the form.



ReadyRosie Program

ReadyRosie is a research-based parenting curriculum, family engagement and early learning resource that supports child development and strengthens parenting skills. ReadyRosie harnesses the power of video and mobile technology to empower families and programs to work together to promote school readiness. The program provides short model moment videos with simple, quick and fun activities which are rooted in the learning goals for children. Families can access the program through the web-based program at https://app.readyrosie.com/en/sign_in. Your child's teacher will provide you with more information during your first home visit. Keep an eye out through the month of September for your invitation via email and/or text to join the program!



Parent Meetings

Parent/legal guardians will have the opportunity to meet together at each site once per month. Each of these meetings will provide families with current site information, focus on a specific topic, but also have some fun activities for your enjoyment. They provide an opportunity for parent/legal guardians to get to know each other; discuss issues and concerns; help plan special events; learn about volunteering, workshop opportunities and other information related specifically to your site. This is a wonderful opportunity for parent/legal guardians to have ownership of their site and get involved in their child's education.

Policy Council

Policy Council is a group of parent/legal guardians of currently enrolled Early Head Start/Head Start children elected at each site by their peers to be representatives. This group works with key management staff, community representatives and TGC Governing Board members to make important decisions about how our programs should operate to ensure the children receive the best educational experience possible, we successfully achieve our program goals and the needs of our children and families are met. Policy Council provides parent/legal guardians with opportunities for leadership and the ability to say, "Yes, I have a voice in what's happening in my community, my family's life and in my child's education." Participation in Policy Council gives you the opportunity to:

- Have a voice in program decision making and planning.
- Gain knowledge of program operations and budgets.
- Interact, establish relationships and network with other parent/legal guardians and community members.
- Become an advocate for children and families within our program and communities.
- Gain leadership skills.

Parent Trainings & Workshops

Be sure to look for and take advantage of FREE learning opportunities provided by our program. Staff will partner with you to provide many opportunities to attend valuable educational presentations, workshops and trainings at no cost. Some of our most popular workshop topics are CPR and First Aid training, family wellness, financial literacy, healthy lifestyles and nutrition.

Parent Activities & Events

Each site will partner with their families to provide a unique set of events and activities to support learning and promote volunteering. Please stay in communication with your child's teacher, family service worker and site leader to hear more about these opportunities throughout the year. You may also attend your site's monthly parent meeting if you are interested in assisting with the planning of these events and activities. Some of these might include Cultural Day, Literacy Events, Buddy Days, Music Lady, Exotic Zoo, etc.

Father Figure Engagement

Our program warmly welcomes all fathers and male caregivers to participate. We offer the support and resources needed to help you become stronger advocates, build meaningful relationships, and promote the healthy development of your child. Fathers and male caregivers play a vital and unique role in a child's life. Whether you join a group activity or spend time in the classroom, your presence—whether through a smile, a hug, or reading a book—can make a lasting impact. You may be the only male role model in a child's life, and that influence matters deeply. We provide a variety of fun, engaging opportunities designed to strengthen the bond between you, your child, your family, and the wider community. Your involvement makes a difference.



Obtaining your Child Development Associate Credential

Are you looking to start your career in Early Childhood? The Child Development Associate (CDA) Credential is the most widely recognized early childhood credential and is a key stepping-stone to advance your career in the Early Childhood Education field. TGC's Early Head Start/Head Start program is now offering a FREE opportunity for the parent/legal guardians of our currently enrolled children to earn a CDA. Our program will cover the cost for the textbook, materials, and testing fees!

To be eligible, a candidate must possess a high school diploma or equivalent and is required to submit an application to begin the credential process. Once accepted into the program, candidates will develop a portfolio with training documentation, log 120 hours of instructional time with our Education Specialist and complete 480 hours of work-based learning engaging with children in our classrooms. Upon completion of these tasks, candidates must also participate in a 4-hour verification visit with a Professional Development Specialist and complete the computer-based CDA certification exam comprised of 65 multiple choice questions. The CDA will be granted based on the verification visit and the exam scores.

Candidates who are accepted into the CDA program are also eligible for employment as an assistant teacher within our program. The CDA credential will expire every three years, but is renewable with continuing education which is provided within our program on an annual basis. For more information on how to apply for the CDA credential program, contact the Education Specialist or a site staff member.



Site Information

Discipline Policy

Positive discipline helps children recognize limits and learn appropriate behaviors. Our staff encourage children to respect themselves, others and their environment. The goal of positive methods of discipline is for children to develop the skills necessary to resolve conflicts in a positive and healthy way. All Early Head Start/Head Start staff are responsible for adhering to positive discipline techniques at all times.

Our positive discipline techniques consist of teaching children conflict resolution skills and other methods of discipline that encourage self-control, self-direction, self-esteem and cooperation. These methods have proven to effectively redirect the behavior of children and are used at all times. Staff are prohibited from using any form of corporal punishment including but not limited to:

- Hitting, spanking, shaking, slapping, twisting, pulling, squeezing, or biting.
- Demanding excessive physical exercise, excessive rest or strenuous or bizarre postures.
- Isolating a child in any area where a child cannot be seen or supervised.
- Using or withholding food or beverages as a punishment.
- Toilet learning/training methods that punish, demean or humiliate a child.
- Abusive, profane, sarcastic language or verbally abusive threats.

When a child's challenging behavior does not respond to the behavioral intervention strategies, the teacher will work with the parent/legal guardian, site leader and grantee specialists on developing strategies that will best support that child and the other children in the classroom. If at any time the child becomes a threat to themselves or others, the parent/legal guardians may be contacted to discuss the possible need for additional observations and/or referrals for services to help address these behaviors.

Confidentiality Policy

All staff and parent/legal guardians and other individuals must adhere to the program policies of confidentiality. All family information and records are kept confidential. All files are kept in a secure area in

the site's administrative office. Parents/legal guardians may review their own child's file at any time. No parent/legal guardian or other individual may see another child's file. Staff members will discuss the needs of a family or child on a need to know basis with other staff members. Staff members will not discuss another child with any parent/legal guardian or other individual. Any written or verbal information or records regarding a child or family will be released only after the parent/legal guardian has signed a Release of Information form or at the request of the court system subpoena. A copy of the release shall be placed in the child's file.

Anything said by a child and/or family about their life or personal experiences cannot be discussed outside of the classroom or at any site activity, meeting, etc. If a staff member observes a situation such as this, they will immediately stop any inappropriate discussions and report the incident to the site leader. Parents/legal guardians and other individuals must agree not to repeat a child's conversation to anyone at any time. A violation of confidentiality can lead to dismissal from participation in ALL privileges within the site and program. If you are unclear or have questions regarding confidentiality, please feel free to speak your child's teacher, family service worker or site leader.

Child Information Record

The Michigan Department of Lifelong Education, Advancement and Potential (MiLeap) Child Care Licensing Bureau (CCBL) requires that a Child Information Record be on file for all children enrolled in our program. All contact information must be complete and up-to-date for all individuals listed. This is extremely important for the safety of your child to ensure we have accurate and reliable contact information in case of an emergency or any other issue. **Your child will not be released to any individual that is not listed on the information record or to individuals that are listed who cannot provide proper picture identification. During the first 30 days of enrollment, every adult picking up your child will be required to provide proper picture identification before your child is released from our care.** If you need to add or update information to your child's information record, this must be done in-person at the site. This Information cannot be updated over the phone, by email or by someone who is not the parent/legal guardian of the enrolled child.

Entering & Exiting the Site

Everyone is required to follow safety procedures at all times. These procedures are designed to protect the welfare and best interest of our children, families and employees. When transporting children to and from the site, please use extreme caution and patience. Respect all traffic and parking directions and move vehicles slowly where there might be children walking or running to and from the building. Always hold your child's hand. Please be particularly mindful of your site's entrance and exit procedures. **Please do not hold the door open for any unidentified individual following you into the site. This individual may be someone who is not authorized to be there.** Always make sure to build enough time into your schedule to allow for things that may take a little extra time like traffic lines, parking, walking to the building, sign in/out procedures and dealing with any last minute needs your child may have. Please immediately report any safety concerns to the site leader or supervisor on site. Let's work together to promote child safety!

School Attendance & Absences

Arriving to school on time, as well as regularly attending school, is important for your child to achieve the most positive, successful learning experience. It is crucial for your child to attend the program every day to enhance their ongoing educational growth and development. Your child should be in attendance every day with the exception of days when illness or severe family circumstances occur.

- **Excused absences:** If your child is going to be absent, please call the site and let us know why.
- **Unexcused absences:** If you do not call in your child's absence, it will be considered unexcused. For safety reasons, we will contact you within 1 hour of the classroom start time if your child has not arrived. Unexcused absences lead to chronic absenteeism and may affect your child's ongoing enrollment.
- **Accumulated absences without contact:** If your child is absent for 8 consecutive days without any contact, we will begin the withdrawal process by sending you a letter requesting that you contact the site

to address the barriers of regular attendance. We may also conduct a home visit to determine if your family needs additional support or services. If we do not hear from you by the date on the letter, your child will be withdrawn from the program.

- **Average daily attendance (ADA):** We track your child's percentage of attendance and inform you at family meetings of your child's ADA. Our program requires students to attend at least 85% of the time. When your child's ADA drops below 90%, they are considered chronically absent which negatively impacts their educational experience. After 60 days of enrollment, you will receive a letter stating your child's ADA which will inform you if your child is at risk for being chronically absent.
- **Chronic absences:** If your child has 10% or more absences, your family service worker will contact you to develop an Attendance Success Plan to identify and discuss the challenges that affect your child's attendance. If your child has over 20% absences, their ongoing enrollment may be affected.
- **Signing-in/out:** Please sign your child in when you arrive and out when you leave each day.
- **Dropping-off late:** Please bring your child to school on time. It is disruptive to the class when your child shows up late. The expectation is that the parent/guardian will call/text their FSW or Site, if their child will arrive to class more than 16 minutes past the start time. The Parent/Guardian/Drop-Off Person will be reminded they cannot arrive more than 30 minutes late or they will be sent home for that day.
- **Picking-up late:** Please pick up your child on time. Late arrival causes your child to be anxious for your return. Inform your emergency contacts of the pick-up time and need for picture identification when alternative pick-up arrangements are necessary. All changes to emergency contacts on your child's information record must be done in-person in the office. This helps to reinforce your commitment of responsibility to your child and respect of the site staff. If you have multiple children enrolled in our program and there is a conflict with the classrooms start and end times, please contact your family service worker to put a drop-off/pick-up plan in place.

School Closures

If the school district in which your child's site is located closes due to weather conditions, then the Early Head Start/Head Start site in that district will not be in session. Watch the local TV stations or listen to the local news radio stations such as WWJ (950AM) for up-to-date school closing information. We will make every effort to notify you if school is cancelled for any other reason. Please contact your site leader or family service worker with any questions. You may also receive a text or email notification for any unexpected site closures.



Site Safety

Maintaining a Safe Environment for Children, Families & Staff

- Any individual observed to be under the influence of drugs or alcohol will be asked to leave the premises by the site leader or other staff member in charge. Police will be called if any individual who is asked to leave does not do so and/or displays actions listed below:
 - Verbal or physical abuse
 - Any act of violence or threatening behavior
 - Damaging or stealing property
 - Possession of a weapon
- The State of Michigan Legislation MCL 750.237 has designated all school buildings a WEAPON FREE ZONE. **No individual may possess any firearms including a permit to own and/or carry firearms, knives, tasers or other lethal weapons on the premises of any TGC Head Start/Early Head Start site. This includes the site's parking lot, articles of clothing, purses, backpacks or vehicles.** All violations will be reported to the proper authorities.

- We will not release your child to anyone on the listed on your child's information record who does not appear to be a safe "pick-up person" due to apparent intoxication or other impairment. The following steps will be taken when the "pick-up person" appears to be intoxicated or otherwise impaired. The staff will attempt to contact the parent/legal guardian or another individual listed on the Child Information Record. The staff will keep the child until another authorized individual can pick up the child. If such a situation occurs and the "pick-up person" insists on leaving with the child, the staff will inform the "pick-up person" they feel it is unsafe for the child to ride with him/her and the local police will be notified.
- **Cell phone use is prohibited at any time during drop-off and pick-up at the site.** Drop-off and pick-up times are an opportunity for families to connect with the teachers, focus on their child's needs and share critical information about their child's day. For the safety of everyone in our program, it is best to have present adults who are focused on their children to set their day up for success.
- Please help us set a good example for the children in our program by modeling appropriate behavior and language. Using profanity at the site is prohibited at all times. For many children, the most important role models are their parent/legal guardians and caregivers. Children look up to their role models to help shape how they behave in school, form relationships and when making difficult decisions.
- Parent/legal guardians and other individuals are prohibited from engaging in any physical, verbal, email, social media or any other type of written correspondence used to threaten, intimidate or inflict bodily harm towards any employee, child, parent, other individual or community volunteer.
- When volunteering in the classroom, it is important to your child that you are there to be part of the classroom activities. For safety and licensing reasons, we do not allow any volunteer to bring other children/siblings who are not enrolled in the program into our classrooms. We also ask that you put your cell phone on vibrate and refrain from using it while in the classroom or participating in site events or activities. If you must use your cell phone for any reason while volunteering, we ask that you exit the classroom or area where children are present before using your cell phone for the safety of our children and staff. **Additionally, personal cell phones or any other mobile devices cannot be used to take pictures or record any child, parent/legal guardian, other individual, volunteer or TGC staff member.**

Reporting Child Abuse and/or Neglect

The State of Michigan Legislation MCL 722.623 designates any employee and volunteer of a child care provider a Mandated Reporter. Any TGC Early Head Start/Head Start employee and volunteer who has reason to suspect that a child has been sexually, physically, psychologically abused or neglected is required to make an immediate verbal report of the suspected abuse or neglect to the Michigan Department of Health and Human Services, Children's Protective Services (DHHS) by telephone at 1-855-444-3911. The verbal report must be followed by submission of a written report within 72 hours of the verbal report.

While the legal obligation falls on each employee/volunteer individually, our program needs to know if you experience a situation in which you suspect abuse or neglect of a child. Report your suspicions to the teacher, site leader, or family service worker immediately. Failure to file a report of suspected abuse or neglect places both the employee, volunteer and the program at risk. If you are struggling with a concern about possible abuse or neglect, please immediately discuss the matter with the site leader or supervisor.

No Smoking

As required for compliance with Michigan Public Act 116, smoking is prohibited in the building and on the grounds of our sites.

Emergency Drills & Emergency Response throughout the Year

Drills (tornado, fire, lockdown, etc.) are conducted at each site and evacuation maps are posted in each classroom. During tornado season, drills are practiced in case severe weather requires that children be moved to the safest interior sections of the building. Actual evacuation and lockdown drills are conducted according to the Michigan Department of Lifelong Education, Advancement, and Potential (MiLeap) Child Care Licensing

Bureau (CCBL). Staff members are present who have been trained and have certification in First Aid and CPR at all times.



Daily Program Information

Indoor & Outdoor Play

Learning through play in early childhood is one of the best foundations for success in school. Play develops many skills that are necessary for children to learn how to read, write and be successful in math and science. Play also develops behaviors that help children learn all school subjects. Outdoor play is a fun, healthy part of the school experience. Therefore, your child will be taken outside every day, weather permitting. Please bring your child to school dressed appropriately for the weather.

Children's Clothing

Accidents and spills happen frequently in the classroom and some of our activities can be messy. Children should be dressed in clothing they can easily manage and feel comfortable in during indoor and outdoor play and while taking part in classroom activities. Make sure your child has appropriate clothing for outdoor play in all seasons. With all of our indoor and outdoor activities, it is safest for children to wear closed toe, rubber soled shoes. It is also necessary to bring an extra change of clothing to school. Please make sure extra clothing items are brought to school in a plastic bag, are marked with your child's name and kept in your child's cubby. As required by the Michigan Department of Lifelong Education, Advancement, and Potential (MiLeap) Child Care Licensing Bureau (CCBL), all clothing soiled with bodily fluids will be placed, un-rinsed, in a sealed plastic bag labeled with the child's name. Please check your child's cubby daily for soiled clothes.

Rest Time

Children enrolled in the Head Start program will be given an opportunity to rest daily. Infants and toddlers under 18 months enrolled in the Early Head Start center-based program will be able rest on demand. Cots and cribs are sanitized on a weekly basis and a laundering service is also used weekly to provide clean linen for all sites. Cots, cribs and linens are only used by one child between washing and sanitizing.

Items from Home

Please leave personal items at home. Many toys look exactly alike and when one comes up missing, it can be a cause for tears. Our program cannot be held responsible for any items (ex: smart watches, electronic devices, toys, blankets, etc.) brought from home that are lost or stolen from any site. Any item brought from your home into the classroom will be stored in the child's cubby while they are at the site.

Special Occasions

TGC Early Head Start/Head Start staff and families are richly diverse in racial backgrounds, religious affiliations, ethnic and cultural practices. Staff and families are encouraged to share their customs and ethnic backgrounds in the classroom. Families' contributions of songs, stories, experiences, traditions or recipes are a welcome addition to our curriculum. Cultural diversity is respected every day in many ways in our program. Our posters, pictures, classroom items, books, dolls, etc. reflect the racial, cultural and ethnic backgrounds of the children and families our program services. Out of respect for each individual's traditions, we do not celebrate holidays in the classroom; rather, each day will be a "celebration" to honor the world in which we live, the wonders of nature and the friendships we have made. Due to Child Care Licensing Regulations, no outside food, gifts, or treat bags are permitted in the classrooms or distributed at the Center.

Breastfeeding Support for Nursing Mothers

We are committed to supporting the health and well-being of all families. To provide a comfortable and private space for nursing mothers, each of our five Head Start locations is equipped with designated breastfeeding areas. These areas are designed to offer a quiet and supportive environment where you can nurse or express milk as needed. Please feel free to utilize these spaces whenever necessary. Our staff is available to assist with any questions or needs you may have regarding these facilities

Daily Classroom Schedules

In the Early Head Start center-based classrooms, the HighScope curriculum allows staff to maintain the consistency of our infant and toddler routines as much as possible while still being flexible to meet their individual needs. Each child's schedule is maintained by a primary staff member who strives to meet and understand the child's individual needs and assists with smooth transitions throughout the day. Children in the Early Head Start center-based classrooms are allowed to eat and sleep on demand.

In the Head Start classrooms, the HighScope curriculum allows children to participate in a daily "plan-do-review" process. With this approach, children are involved in direct, hands-on experiences with people, objects, events and ideas. Teachers provide children with a wide variety of materials and planned activities that build on the children's interests as well as expands their learning and development. Each day children have the opportunity to plan their own activities, accomplish their plan, solve problems, make necessary changes in their original plan and reflect on the outcomes of their actions. The daily classroom schedules vary from site to site and from classroom to classroom. See your child's teacher for a copy of your child's daily schedule.



HighScope Curriculum

HighScope is the curriculum used by all of our Early Head Start center-based and Head Start program options. HighScope is an active learning curriculum that provides children with numerous hands-on experiences with various materials, people, events and ideas. The HighScope curriculum helps children to:

- Become independent, responsible, confident and ready for future success in school and life.
- Identify and gradually regulate their feelings.
- Problem solve by talking about their emotions instead of just acting on them.
- Become aware of other children and adults' feelings and emotions.
- Learn to plan their own daily activities, carry out their plans, and talk about what they did with other children and their teachers.
- Participate in positive interactions that build relationships with other children and adults.

The HighScope curriculum uses an assessment called the Child Observation Record (COR). COR assesses children from infancy through kindergarten in eight content areas: Approaches to Learning; Social and Emotional Development; Physical Development and Health; Language, Literacy, and Communication; Mathematics; Creative Arts; Science and Technology; and Social Studies. A ninth area, English Language Learning, is used with children whose first language is something other than English.

This is an ongoing assessment where teachers observe and record what children say and do throughout the day. Based upon these careful observations, teachers are able to plan activities that promote children's growth and development in all content areas. The teachers share this assessment by providing families with a COR Advantage Family Report three times throughout the program year during parent-teacher conferences and home visits. This report will help families better understand their children's progress and development toward school readiness.

For the documentation of COR, our program uses the Kaymbu software to bridge the gap between school and home. The Kaymbu for Families app connects families with our program which will provide a window into your child's classroom helping you to connect with your child's learning experiences and school activities. You will receive photos, videos, messages and so much more from your child's teacher via the app, text and/or email. You can also communicate with your child's teacher by commenting on the photos, videos and messages you receive. Your teacher will provide you with more information on how to download and login to the Kaymbu app during your first home visit.

Parents as Teachers Curriculum



Parents as Teachers (PAT) is the curriculum used by our Early Head Start home-based program option. This curriculum is based on the following philosophy:

- Parents are their children's first and most influential teachers.
- The early years of a child's life are critical for optimal development and provide the foundation for future success in school and life.
- Established and emerging research should be the foundation of parent education and family support curricula, training, materials, and services.
- All young children and their families deserve the same opportunities to succeed regardless of any demographic, geographic, or economic considerations.
- An understanding and appreciation of the history and tradition of diverse cultures is essential in serving families.

A trained home-based visitor will schedule personal visits in the home with the parent/legal guardian and the child once a week for 90 minutes. These visits will focus on child development and adult-child interactions that are warm, responsive, engaging and communicative. The home-based visitor will incorporate activities families are already doing and build on them. The family will be informed about their child's development and make connections between the stage of their development and behavior. The family will also be provided with a network of community resources that can support their needs.

Group connection socializations are scheduled twice per month at the site the child is enrolled in. This gives families an opportunity to share experiences, discuss concerns, learn from each other, support one another, interact with their child in a group setting and practice parenting skills. Child development information is shared and social connections between families are fostered. The home-based visitors also use the HighScope Child Observation Record (COR) and Kaymbu software to assess the children's growth and development (for more information see the HighScope section above).



Health & Nutrition



Health Records

Your child must have the following records on file prior to the first day of school:

- Immunization record which is up-to-date according to the age of the child
- Current physical or well child exam:

- Completed physical within the previous 12 months for children ages 3 to 5.
- Completed well-child exam within the previous 6 months for children ages 1 to 3.
- Completed well-child exam within the previous 3 months for children ages 6 weeks to 1 year.
- Results of a hemoglobin test at 12 months (older children will need a copy of the results on record). If a hemoglobin test was not previously completed the child will need to be tested.
- Results of a lead test at 12 months and 24 months. Children over the age of two will be required to have results of the 24-month lead test on record. If a lead test was not previously completed the child will need to be tested.
- Dental exam for children ages 1 (after the eruption of a tooth) to 5 completed within the previous 6 months, then completed every 6 months while enrolled in our program.

Health Screenings

The Office of Head Start (OHS) requires families to follow the Michigan Department of Health and Human Services (MDHHS) Early Periodic Screening Diagnosis and Treatment Schedule. The purpose of these health screenings is to track your child's growth, development, identify concerns and create a plan to ensure the health and well-being of your child. Your child will be required to be up-to-date with the following screenings:

- Well-Child exams completed at 2, 4, 6, 9, 12, 15, 18, 24 and 30 months for Early Head Start
- Physical completed at 3, 4, and 5 years for Head Start
- Oral exam completed at 2 months to 1 year at the well-child visits
- Hearing and Vision exams completed at 2 months to 3 years at the well-child visits
- Hearing and Vision exams for children ages 3 to 5 years completed annually at a Head Start event, the Wayne County Health Department, or licensed healthcare provider
- Height, weight and blood pressure completed at well-child visits or by a staff member at your child's site
- Hemoglobin test completed at the 12-month well-child visit
- Lead test completed at the 12 and 24-month well-child visit
- Dental exam completed at 1 year (after the first tooth erupts) to 5 years of age by a licensed dental provider twice a year, then completed every 6 months while enrolled in our program.

Parent/legal guardians are required to provide the updated health forms for the child's health record throughout the program year. Medical follow-up care is very important when a screening indicates a potential health issue and is required for all children with an abnormal screening result. Dental follow-up is required for children with cavities. Untreated cavities can cause pain and infections that may lead to problems with eating, speaking, playing and learning. A severe infection called an abscess can form under the gums that can spread to other parts of the body which could result in the need for emergency care. Health in the earliest years supports learning throughout childhood and lays the groundwork for a lifetime of well-being and success. If you require assistance in locating health/dental services or follow-up care please contact your family service worker.

Medication

If your child requires rescue/emergency medication during school hours, we must have the following before your child's first day in attendance before our staff can administer any medication:

- A medication authorization form signed by a licensed health care professional which includes the parent/legal guardian's written/signed consent
- A Case Conference meeting to review the child's needs with the Health Specialist, teachers, site leader, family service worker and any other required program staff
- A health action plan completed by a licensed health care provider
- The medication which must be in the original container with the pharmacy label with the following information included:
 - Child's name
 - Date the medication was filled by the pharmacy
 - Prescribing licensed healthcare provider's name

- Pharmacy name and phone number.
- Dosage to be administered
- Medication administration instructions
- Side-affect warnings

Medications must be on site the first day your child attends our program. Emergency medications (Epi pens, Inhalers, or Diastat) will be kept in the area where your child will be. All medications will be administered as stated on the Medication Authorization form, health action plan and pharmacy label. Staff will maintain a medication log that documents the child's name who received the medication; staff member's name who administered the medicine; type and dosage of the medication; time and date the medication was administered.

Temporary Exclusion Policy for Illness

Our program follows the guidelines of the Michigan Department of Health and Human Services (MDHHS), Center for Disease Control (CDC), Michigan Department of Lifelong Education, Advancement, and Potential (MiLeap) Child Care Licensing Bureau (CCBL) and the Wayne County Health Department. Many illnesses do not require exclusion. However, children may be excluded if the illness prevents the child from participating comfortably in daily program activities or if there is a risk of spreading a harmful disease to others. If your child has been given fever reducing medication, cold or flu medication or medication to mask symptoms of illness your child will need to remain home until medication is no longer necessary. It is best for children who are ill to remain home for rest and recovery. Children are to remain home from school if they have any of the following symptoms:

- Fever/temperature that is 100.4 degrees or higher
- Diarrhea or vomiting (unless a licensed healthcare provider determined it is non-contagious, for example a child has tried new foods or is currently receiving antibiotics)
- Body rash with fever or change in behavior
- Weeping skin sores on an exposed area that cannot be covered with waterproof covering
- Sore throat
- New uncontrolled cough (for children with chronic cough due to allergies or asthma, a change in their cough from baseline)
- Difficulty breathing (for children with asthma, a change from their baseline breathing)
- New onset severe headache, especially with fever
- Severely lethargic (exhaustion) or sleep deprived

If your child becomes ill at school with any of the symptoms listed above or is unable to participate in the daily classroom activities due to lack of sleep or not feeling well; you will be notified and required to pick your child up immediately.

Early Head Start Classroom Daily Report

In our Early Head Start center-based program, the following will be documented, discussed and shared on a daily basis with families through our Kaymbu program:

- Food intake (time, type of food and amount eaten)
- Sleeping patterns (when and how long the child slept)
- Elimination patterns (bowl movements; consistency and frequency)
- Developmental milestones
- Changes in the child's usual behaviors

Our Kaymbu software enables teachers to send electronic daily sheets directly to each Early Head Start parent/legal guardian. Each day, you will receive a message through the Kaymbu for Families app via text and/or email with a clear, itemized log of your child's daily activities (for more information regarding the Kaymbu program, see the HighScope section above).

Parent Notification Plan

In the course of the day, a child may experience a minor accident, injury or illness. When this occurs, a parent/legal guardian will be notified with an “Ouch Note”. Medications or chemicals will never be used to treat injuries or illnesses. In the event of a serious accident, these steps will be followed:

- If necessary, 911 will be called and basic First Aid and comfort will be administered to the child.
- You will be contacted immediately. If we are unable to reach you, the emergency contact listed on the Child Information Record will be called.

Nutrition Services

Children attending the Early Head Start and Head Start center-based program options will receive approximately 2/3 of their daily nutritional needs while in school. Meals meet the Child and Adult Care Food Program (CACFP) guidelines that focus on providing healthy foods and beverages that are low in fat, salt and sugar; but are high in nutrients. We will accommodate special dietary needs with approval from your child’s physician.

All our sites are “Seafood & Nut Free Zones” which prohibits fish, shellfish, peanuts, cashews, walnuts, acorns, etc. Our program recognizes that all seafood and nut-based products represent a health and safety hazard for children with these types of allergies. Any contact with these foods may result in an anaphylaxis reaction. To ensure this does not happen, the serving of outside food or beverages made or purchased by families or staff is prohibited and are not allowed to be consumed by children while in our care.



Behavioral/Mental Health

Behavioral/Mental Health Observations & Screenings

Our program provides opportunities to promote positive behavioral/mental health and social emotional development in children while participating in classroom activities. Observations of every site and classroom will be scheduled throughout the school year. Parent/legal guardian input is valued and the Mental Health Specialist is available to assist parent/legal guardians and staff with any social, emotional and/or wellness needs.

Ages & Stages Questionnaire Social Emotional, Second Edition (ASQ:SE-2) Screening

All children new to our program or children transitioning to a new program option will complete the required ASQ:SE-2 screening for developmental, behavioral, social and emotional concerns or needs. This screening will ensure all children are provided with high-quality educational and developmental services that promote children’s communication, gross motor, fine motor, problem-solving, social-emotional development, personal health and growth to promote success in school.

The ASQ: SE-2 screening of all newly enrolled children will occur at each site’s summer health fair in August, during the first home visit or upon enrollment throughout the program year. Regardless of when a child is enrolled or transitioning to a new program option, the screening must be completed within 45 days of the child’s first day in attendance. ASQ:SE-2 screening tool is used by parent/legal guardians and teachers to assist in identifying developmental progression or regression in children.

Second Step

Second Step is a social-emotional curriculum that develops positive social skills in children. It complements HighScope in promoting empathy, emotional management, friendship and problem-solving skills. The teachers

will utilize the activities, ideas, techniques and strategies from this curriculum on a daily basis in their classrooms with your children. Ask your child's teacher if you would like to "practice" some of these same activities to develop your child's skills at home!

Behavioral/Mental Health Services

Behavioral/Mental Health Services include a three-tiered intervention tool that focuses on addressing a child's challenging behavior in the classroom. Informed consent will be obtained from the parent/legal guardian to conduct an individual child observation by the Mental Health Specialist in the classroom setting. Based on this observation, if needed, the child will be referred to the appropriate school district, Early On, TGC's Bridges Program and/or other community service agencies with parental/legal guardian input and written consent.



Special Education Services

Special Education Services for Children

Ten percent (10%) of our Early Head Start and Head Start funded enrollment is federally mandated to provide an inclusive setting for infants, toddlers, and young children with disabilities and/or special needs. Our program provides:

- An inclusive general education program where all children receive instruction in the same classroom environment.
- Advocacy services for families and their children provided at all points in the special education process including: the referral, evaluation and/or special education eligibility process.
- Collaboration with the Local Education Agency (LEA)/School Districts (Part B Providers) who provide special education services to preschoolers. These services may include: speech therapy which could be provided on-site or off-site and may be provided individually or in a small group with a Speech Therapist.
- Collaboration with Early On or Teach Our Toddlers Early (TOTE - Part C Providers) who provide early intervention and special education services to infants and toddlers. This may include speech, occupational or physical therapy, teacher consultation, and nursing or social work services typically provided within the child's home.
- Integration of the child's Individualized Education Program (IEP) or Individual Family Service Plan (IFSP) goals into the child's Early Head Start or Head Start Individualized Learning Plan (ILP).

Special Education Referrals & Evaluations

- An initial referral will occur with a score of "concern" on the parent completed ASQ-3 or ASQ: SE-2 and/or concerns noted by the classroom teacher with signed and written parental/legal guardian consent.
- An initial referral will occur with a recommendation and/or "script" from the child's licensed healthcare professional.
- An evaluation will be completed by the school district or Early On to determine if the child **is eligible** for special education services. The school district has 30 school days to complete the child's evaluation.

Determining Eligibility for Special Education Services through the Individuals with Disabilities Education Act (IDEA) & the State of Michigan's Child Find

- A team of qualified professionals which may include a general education teacher, a special education teacher, a Speech Therapist, Social Worker, Occupational Therapist (OT), or a Physical Therapist (PT)

and the child's parent/legal guardian will determine if the child has a disability related to his/her education. The child's eligibility will be written into the IEP or IFSP noting the child's special education services through the Individuals with Disabilities Education Act (IDEA). This federal law mandates services and the child's access to a Free Appropriate Public Education (FAPE).

- A team including the child's parent/legal guardian will decide on the services needed to support the child to make progress in the classroom using the goals written into the child's IEP or IFSP. This progress will be documented on in quarterly progress notes from the LEA or Early On.
- The team will identify the child's educational needs, discuss special education services and the placement of the child with an Early On or the LEA early childhood special education preschool program (ECP).
- The school district or Early On will provide the parent/legal guardian with a copy of the evaluation report, the MET (Multi-Disciplinary Evaluation Team Report) and the documentation of the child's eligibility within the IEP or IFSP. This is a legal written plan. Lastly, the parent/legal guardian will give written consent and agree to the services that their child is eligible to receive.
- The State of Michigan uses Child Find, as a required service to identify and determine special education eligibility for any child, who may require these services.

Ages & Stages Questionnaire, Third Edition (ASQ-3) Screening

All children new to our program or children transitioning to a new program option will complete the required ASQ-3 within 45 days for developmental concerns. This screening will ensure all children are provided with high-quality educational and developmental services that promote children's communication, gross motor, fine motor, problem-solving, social-emotional development, personal health and growth to promote success in school. Children who have an Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) do not need to complete the ASQ-3 screening.

The ASQ-3 screening of all newly enrolled children will occur at each site's summer health fair in August, during the first home visit or upon enrollment throughout the program year. Regardless of when a child is enrolled or transitioning to a new program option, the screening must be completed within 45 days of the child's first day in attendance.

TGC Early Head Start/Head Start Site Locations & Contact Information

Belleville Site Owen Intermediate School 45201 Owen Street Belleville, MI 48111 (734) 785-7708 M-F 8:00am-4:00pm Lincoln Park Site Calvary Lutheran Church 3320 Electric Avenue Lincoln Park, MI 48146 (313) 381-0976 M-F 8:00am-4:00pm	River Rouge Site Walter White School 550 Eaton River Rouge, MI 48218 (313) 928-6200 M-F 8:00am-4:00pm Romulus Site Romulus Early Childhood Center 35200 Smith Road Romulus, MI 48174 (734) 785-7792 M-F 8:00am-4:00pm	Taylor Site New Hope Baptist Church of Taylor 8850 Pardee Road Taylor, MI 48180 (734) 785-7713 M-F 8:00am-4:00pm
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The Guidance Center Early Head Start/Head Start Administrative Office

18800 Walnut, Southgate, MI 48195

(734) 785-7702

Available Program Options:

- *Head Start Full Day Option:* Offers 7 hours of classroom time, 4 days per week.
- *Early Head Start Center-Based Option:* Offers infants and toddlers 6 weeks old to 2 ½ years old, 7 hours, 4 days per week, of a year-round classroom setting.
- *Early Head Start Home-Based Option:* Offers pregnant women, newborns and children up to 2 ½ years old, a 1 ½ hour home visit once per week and a parent/child socialization at the site twice per month.

IMPORTANT DATES

2025-2026 Calendar Summary

1 st Home Visits All Session (No Classes)	Monday, August 25 th – Friday, August 29, 2025
Labor Day (No Classes)	Monday, September 1, 2025
1 st Day of Classes	Tuesday, September 2, 2025
Professional Development Day (No Classes)	Tuesday, November 4, 2025
Thanksgiving Recess (No Classes)	Thursday, November 27 th – Friday, November 28, 2025
All Classes Resume	Monday, December 1, 2025
1 st Parent Teacher Conferences All Sessions (No Classes)	Friday, December 5, 2025
1 st Parent Teacher Conferences All Sessions (No Classes)	Friday, December 12, 2025
1 st Parent Teacher Conferences All Sessions (No Classes)	Friday, December 19, 2025
Winter Recess (No Classes)	Monday, December 22, 2025 – Friday, January 2, 2026
All Classes Resume	Monday, January 5, 2026
Martin Luther King Day (No Classes)	Monday, January 19, 2026
2 nd Home Visits All Session (No Classes)	Friday, March 6, 2026
2 nd Home Visits All Session (No Classes)	Friday, March 13, 2026
2 nd Home Visits All Session (No Classes)	Friday, March 20, 2026
Spring Recess (No Classes)	Monday, March 30 th – Friday, April 3, 2026
All Classes Resume	Monday, April 6, 2026
Memorial Day (No Classes)	Monday, May 25, 2026
2 nd Parent Teacher Conferences All Sessions (No Classes)	Friday, May 1, 2026
2 nd Parent Teacher Conferences All Sessions (No Classes)	Friday, May 8, 2026
2 nd Parent Teacher Conferences All Sessions (No Classes)	Friday, May 15, 2026
Last Day for Head Start Classes (tentative)	Tuesday, June 16, 2026
Juneteenth (No Classes)	Friday, June 19, 2026
Summer Recess (No Early Head Start)	Monday, June 29 th – Friday, July 3, 2026
Last Day for Early Head Start Classes	Wednesday, August 12, 2026

Early Head Start Center-Based Classroom Schedule

Our Early Head Start center-based program option is normally in session 4 days a week (M, T, W, Th) beginning in September and ending in August. For the 25/26 program year, our Early Head center-based classrooms will be in session 5 days (M, T, W Th, F) for a total of 9 weeks on the dates listed below:

Week of Monday, September 15th – Friday, September 19, 2025
Week of Monday, October 13th – Friday, October 17, 2025
Week of Monday, November 17th – Friday, November 21, 2025
Week of Monday, January 12th – Friday, January 16, 2026
Week of Monday, February 16th – Friday, February 20, 2026
Week of Monday, April 13th – Friday, April 17, 2026
Week of Monday, May 11th – Friday, May 15, 2026
Week of Monday, June 22th – Friday, June 26, 2026
Week of Monday, July 13th – Friday, July 17, 2026