Kids' Corps, Inc.

Parents as Teachers

Parent Handbook

2025-2026

United Way

Parents as Teacher Contact information

101 Davis Street
Phone: 907-339-0154 Fax: 907-222-0978

KCI Parents as Teachers Staff

Parent Educator	**Myriam Agosto**
Home Visiting Coordinator	**Selina Ellis**
Family Services, Health, & Home Visiting Manager	**Rachel Schafer**

OUR MISSION STATEMENT

"We provide a head start to families with children who need it most"

CORE VALUES: Family Empowerment, Equal Dignity & Respect, Nurturing, School Readiness, Wellness.

Family Empowerment:
We support and respect parents as decision makers.

Equal Dignity and Respect:
We accept and value families whatever their economic, educational or social status.

Nurturing:
We strive to provide an environment where children, families and staff feel wanted and safe.

School Readiness:
Children have a love of learning and the skills, knowledge, and attitudes necessary for success in school and for later learning.

Wellness:
We focus on helping our families, children and staff achieve & maintain mental, physical and emotional health

SCHEDULE

CLOSURE SCHEDULE FOR 2025-2026	
September 1, 2025	Labor Day Holiday – No Home Visit
October 17, 2025	In Services – No Home Visit
November 11, 2025	Veterans Day-No Home Visit
November 27 & 28, 2025	Thanksgiving Holiday- No Home Visit
December 22, 2025-January 5, 2026	Winter Break - No Home Visit
January 19, 2026	Martin Luther King Jr. Day – No Home Visit
February 16,2026	President Day Holiday – No Home Visit
March 6, 2026	In Services – No Home Visit
March 9-13,2025	Spring Break – No Home Visit
April 17, 2026	In Services – No Home Visit
May 22, 2026	In Services – No Home Visit
May 25, 2026	Memorial Day- No Home Visit
June 19, 2026	Juneteenth holiday-No Home Visit
July 04, 2026	Independence Day – No Home Visit

Non-Discrimination Statement

Kids' Corps, Inc. will not discriminate in enrollment with regard to socioeconomic status or protected class.

General Information

Insurance

KCI carries liability insurance from Markel Insurance Corporation, which meets the requirements of the Municipality of Anchorage code 16.55.4.10.c.

Smoking Policy Kids' Corps

KCI maintains a smoke-free environment. Smoking is prohibited inside the centers, offices and in the play yards. The smoking area for the Parents as Teachers site is located at the sculpture garden. This area is located farther than 20 feet from openings into interior space which children access. KCI personnel may not smoke while responsible for the care of children, and they may not expose children to second-hand smoke.

Parents as Teachers Services

Whether you are new to parenting and home-based programs or are the parent of several children who have been in a program for years, you are your child's first teacher. Because you are so important to your child, they pay attention to what you say and do. They learn by watching and listening to you and other family member's day after day.

Your child learns about themselves, other people, and the surrounding world every day. For your child, everyday moments—getting dressed, preparing a meal, setting the table, taking a walk, taking a bath, reading a book—are learning moments. They are filled with interesting things to see, touch, smell, hear, taste, explore, and do.

Your home is filled with interesting things to see and do for your infant, toddler, or preschooler. Things that are fun and can help them learn are right there in your own kitchen, living room, closet, and even the garage.

Personal Visits

The Parents as Teachers program consists of bi-weekly Personal Visits with a regular Parent Educator. The parents and Parent Educator will work together to establish goals based on the child's development, through parent observation. Personal Visits provide opportunities for the parents to

strengthen their relationship with their child and help them develop and enhance skills they already have. The Parent Educator will also work with the parents to establish family goals and provide community resource referrals as needed. The Parent Educator will also share information about program activities and training opportunities that are available. Personal Visits should be scheduled for an hour, usually at the parent's home. Parents will be encouraged to help plan the Personal Visits and should expect to participate in the planned activities with their child/children.

Personal Visits are opportunities for:

- Strengthening parent-child relationships
- Learning more about parent-child interactions
- Developing positive relationships, which allow parents and staff to get to know one another
- Identifying learning opportunities in home environments
- Identifying techniques that can be generalized to other children in the family
- Focusing individualized attention on family strengths, interests and goals
- Communicating with parents about their child's everyday routines and their child's progress

Group Connections

Parents as Teachers will provide the opportunity for Group Connections two times each month. Group Connections are a time when you, your child, and other parents and their children come together. Group socializations allow children and parents to interact with others, using age-appropriate activities. They are also a chance for parents to participate in-group discussions on topics like safety, nutrition, parenting, and to develop new skills through different activities and interaction experiences. Group Connections are opportunities to build on the goals you have set for your family and child during your Personal Visits.

Parents and guardians are encouraged to participate fully in the Group Connections experiences. The Parent Educators assist in guiding parents with activities, but parents are encouraged to participate in the planning process for these events.

During Group Connections, you will focus on different things, depending on your situation:

If you are the parent of a new baby, Group Connections may be a time for you to hold your baby in your arms and watch how he or she responds to what is going on. They may be a time for you to talk with another new parent. As your child grows, activities you do together such as finger-plays, singing a song, or playing "roll the ball" are a chance to get to know your child better and to have fun together.

If you are the parent of an infant or toddler, the focus of Group Connections is your relationship with your child. From birth, babies are aware of other people and are eager to build relationships. They interact with you by making eye contact, smiling, cooing, reaching out, and over time, by talking. As

you and your infant or toddler participate in a group, you can learn about how your child responds to you and others. This information will help you make decisions about how best to respond to your child.

If you are the parent of a preschooler, the focus of Group Connections is learning about how your child interacts with other people. What you learn will help you figure out ways to support your child's social development.

Remember to dress children in comfortable play clothes and shoes that are appropriate for the weather. **It is advisable to bring an extra set of clothes for your child to Group Connections.** Please put your child's initials on all coats, boots, snow pants, hats and gloves.

No matter what your child's age, Group Connections will give you the chance to:

- be out of the house and meet other parents;
- assist in organizing activities, gathering materials, and preparing nutritious snacks;
- share what you know and learn with other parents and Early Head Start staff members;
- attend presentations about safety, nutrition, discipline, or other topics of interest;
- learn that you are not alone in the joys and challenges of raising a young child;
- share activity ideas and things you learn with family members;
- most important of all, strengthen your relationship with your child.

Education & Early Childhood Development

The Parents as Teachers curriculum provides quality standards for all aspects of child development and family services. These standards require all Parents as Teachers Affiliates to collect and share information with parents about their children's development.

The PAT Parent Educator will partner with families on how their child is progressing during each Personal Visit.

The Parent Educator will encourage parent input in selecting parent-child activities for each visit. If you have ideas or questions concerning your child's development, talk with your Parent Educator.

Planning for Infants and Toddlers

During the first three years of life, children are working on acquiring a sense of trust. This is the sense of safety and security that comes from responsive and predictable care from familiar others to whom the child is attached. In the toddler years, a strong sense of self is building. This comes from being treated as an individual and being allowed opportunities for independence and choice.

When children feel the sense of independence, power, and competence, they can step out into the world and be active learners and problem solvers. Young children need a safe environment full of opportunities to explore and have fun. They need to be able to see, touch, feel, and move.

Planning for infants and toddlers does not necessarily involve "lessons" but rather opportunities for experiences that as individuals they can make the most out of. When families and Parent Educators select materials and activities for Personal Visits and Group Connections, they take into account children’s individual differences along with their knowledge of child development. Planning is based on observations of the children using their interests, their new skills, and their reactions to materials.

Curriculum & Education

Curriculum is the word used to describe what is planned and accomplished in a program. We use Parents as Teachers (PAT) Foundational Curriculum as our curriculum for Personal Visits and Group Connections. The Parents as Teachers model is research based and includes four components of parent education and family support:

- Personal Visits
- Resource Referrals
- Group Connections
- Screenings

Parents as Teachers Areas of Emphasis for all home visits:

Area	Description
Parent-child interactions	Parent Educators provide developmentally appropriate activities for parents and children using everyday household items. These activities are planned to strengthen developmental parenting skills that are warm, responsive, encouraging and communicative.
Development-centered parenting	Parent Educators provide information on child development and help parents make connections between the child's stage of development and his/her behavior. This helps parents identify and understand causes of behaviors and move towards solutions as needed.
Family well-being	Parent Educators work with families to identify strengths, capabilities and skills and set goals. They may provide community resource referrals as requested. Parent Educators support families by learning about their perspectives, understanding their needs and wishes, and facilitating their decision-making abilities.

Literacy

Literacy activities take place throughout the day in the home and other environments you and your child are a part of. Children may be engaged in reading books, drawing/writing, listening to stories, looking at books, writing their names, telling stories, tracing letters, singing songs etc. During Personal Visits, your Parent Educator will help you identify and build on simple, fun, and easy literacy activities. Literacy activities also happen during Group Connections.

Developmental Screenings

KCI Parents as Teachers ensures that all children entering the program receive developmental, sensory, and social/emotional screening. Parental permission and the child's health and developmental history are obtained before the screening. The screening procedure will be sensitive to the child's cultural and linguistic background. This developmentally appropriate process may identify children who need to be referred for more formal assessments (multidisciplinary evaluations).

Screenings are conducted within 45 days of the child's entry in the program. Trained staff use a standardized screening tool called Ages and Stages Questionnaire for the developmental screenings and the Ages & Stages SE for social/emotional screenings.

Areas evaluated are:

- Behavior
- Social skills & emotional development
- Speech & language
- Motor
- Cognitive
- Height & weight
- Vision (for acuity and strabismus or "lazy eye")
- Hearing

All screening results are shared with parents.

Disabilities Services

Children diagnosed with disabilities and their families receive a full range of Parents as Teachers services. Parent Educators work closely with community agencies to identify and provide services to meet the needs of the children enrolled.

Transitioning

As a family/child prepares to transition out of Parents as Teachers or transition to another service program, the Parent Educator will work with the family to create a transition plan to prepare for the changes that will be happening. Parents are encouraged to continue their involvement in their child's education after Parents as Teachers or in the new program. Each family will have a Family Notebook containing Parent Handouts and information about the child's growth and development while participating in Parents as Teachers. The Family Notebook is given to the parents on the first Personal Visit. It is theirs to keep and add to as they continue their participation in Parents as Teachers.

Guidance and Discipline

To assure the Parents as Teachers experience is positive and pleasant for children; spanking, striking or other forms of physical punishment are not allowed during Personal Visits, Group Connections or other program activities. Name-calling or the use of threats are not allowed at any Parents as Teachers activity by anyone. These guidelines apply to staff, parents, siblings, community volunteers, and any other visitors.
KCI Parents as Teachers follows these principles in dealing with guidance and discipline:

- Positive reinforcement of appropriate behaviors
- Redirection of inappropriate behaviors
- Ignore certain behaviors
- Logical or natural consequences
- Consistency and follow through

Observations

If parents or staff becomes concerned about a behavior or behavioral changes in a child, an individual observation by a mental health consultant may be done. Individual observations are only done with the advance written approval of parent or guardian. The individual observation gives parents and staff recommendations for positive learning.

Child Health & Developmental Services

KCI Parents as Teachers believes that early intervention improves a child's capacity to learn and develop. The health education program offers parents information about:

- Finding a "medical and dental home"
- Preventative health care
- Lactation information and support
- Early intervention - height, weight, hearing, & vision screenings
- Child nutrition & oral health
- Communicable disease awareness
- Home safety and injury prevention

You will be requested to provide the following, which the Parent Educator will review with you during your Personal Visits:

- Current physical exam (as specified by EPSDT), updated as completed each time
- Immunization records (current and updated as new immunizations are given)

Child Illness/Communicable Diseases

KCI asks for your cooperation to help assure that children have a happy and healthy Parents as Teachers experience. It is important to make sure that children are feeling well on scheduled days of Personal Visits and Group Connections.

We ask that children and families refrain from participating in any Parents as Teachers activities if any of the following conditions exist:

a. Sore throat
b. Deep hacking cough or severe congestion
c. Earache
d. Severe pain or discomfort of joints, ears or abdomen
e. Acute diarrhea (two times the child's normal frequency of bowel movements in the past 24 hours)
f. Severe drainage from wound, nose, eyes or ears
g. Oral or auxiliary temperature of 101.5 degrees or higher
h. Yellow skin or eyes
i. Two or more episodes of vomiting in the past 24 hours
j. Red eyes and discharge
k. Infected or untreated skin patches or lesions
l. Difficult or rapid breathing
m. Severe itching of the body or scalp
n. Skin rashes, excluding diaper rash, which lasts more than one day
o. Swollen joints
p. Visibly enlarged lymph nodes
q. Stiff neck
r. Blood or pus from ear, skin, urine, or stool
s. Unusual behavior for the child such as not playing, confusion, persistent crying, etc.
t. Loss of appetite such as refusing solids or favorite foods
u. Symptoms which indicate any of the
v. Following diseases: chicken pox, lice, scabies, impetigo, ringworm, strep throat
w. Reportable communicable diseases

A child is still not ready to participate if he/she has:

- Not fully recovered from an illness
- Is still too sick to take part in parent-child activities
- Had a fever in the last 24 hours (a child should be fever free for 24 hours)
- Had a communicable disease and is still considered contagious
- Has vomited within the last 24 hours

Communication

Kids' Corps Parents as Teachers is on Facebook!
Visit us and receive updated information at: www.facebook.com/kcialaskapat
KCI Web-Site: www.kcialaska.org

Families will also receive flyers throughout the year, which tell them about special events and activities.

Weather Conditions/Center Closure

Only in extreme cases will Personal Visits or Group Connections activities be canceled due to weather. **Your Parent Educator will call you to inform you if it is necessary to cancel a visit or Group Connection event.**

Transportation

Transportation to socializations can be provided. Speak to your Parent Educator to make arrangements.

Family Well-Being

KCI Parents as Teachers seeks to support families as they work together to achieve their family's goals. The Parent Educator works with families at Personal Visits to assist them to:

- Identify their family's strengths, interests and needs
- Learn about community resources
- Utilize the social services available in the community
- Set and reach goals

Family Pets

KCI Parent Educators go to families' homes for Personal Visits. If a family has a pet or shares a common yard with a pet that may present a danger, a plan may be needed to address safety.

Parent Partnerships

Parents Rights and Responsibilities

Expectations for Participation

Parent Educator Responsibilities:

- *The Parent Educator will schedule a Personal Visit with you at a convenient time and place for each of us. Visits will last about one hour, usually in your home. It will include all the family members you would like to participate.*
- *The Parent Educator will bring information about questions you have asked and information you have requested.*
- *The Parent Educator will encourage and support you in your interactions with your child.*
- *The Parent Educator will inform you of Group Connections opportunities offered each month.*
- *The Parent Educator will support you on your parenting journey.*

Family Responsibilities:

- *The family will share information about what the child has been doing and how the child played between visits with the activities and ideas provided by the Parent Educator.*
- *The family will ask questions and follow up on ideas provided by the Parent Educator.*
- *The family will be present and ready to participate at the agreed upon time by:*
    - *Having the television turned off.*
    - *Gathering agreed-upon materials to use during the visit.*
    - *Participating in the parent-child activity.*
    - *Being the child's best, most influential teacher*
- *The family will participate in Group Connections activities whenever possible.*

Attendance Procedures

Setting a Personal Visit Schedule

Upon enrollment in KCI's Parents as Teachers Program, families will be asked to choose a set visit day and time for their bi-weekly Personal Visits.

- Establishing a set visit schedule benefits parents, children and Parent Educators.

Families will be expected to participate in visits on this day/time every other week and notify the Parent Educator **in advance** if they will be unable to participate in a visit.

If a family is unable to attend their scheduled visit on their regular day and time the Parent Educator will attempt to schedule a "make-up" visit that same week.

After enrollment, changes can be made to your home visit schedule on a permanent basis, but not week to week. Talk to you Parent Educator if you would like to change your visit schedule.

Participation Expectations

- When enrolling in the Parents as Teachers program, families are making a commitment to attend bi-weekly Personal Visits lasting approximately one hour.
- It is expected that parents and children consistently attend and actively participate in Personal Visits.
- It is expected that parents and children consistently attend and actively participate in Group Connections events.

IF YOU OR YOUR CHILD IS UNABLE TO PARTICIAPTE IN PERSONAL VISITS

Call or text your child's home visitor at_____.

- Tell them why you or your child will be unable to participate
- Ask about scheduling a make-up visit later in the week

Attendance becomes a concern when…

- There are frequently canceled Personal Visits
- There is a pattern of missed visits
- Families do not cancel in advance for visits they will not be able to attend.

If attendance becomes a concern or a family misses 2 or more visits in a month an attendance plan will need to be completed in order to create a plan to reestablish regular attendance. **Continued poor attendance may result in the family being withdrawn from the program.**

If repeated attempts to contact you fail, a letter will be sent to your last known address advising that you need to contact your Parent Educator within 7 calendar days and complete an attendance plan to remain in the Parents as Teachers Program.

Prearranged Absence Policy

Parents as Teachers families may prearrange absences for up to two (2) weeks during the program year. Longer periods of absence may be authorized on a case-by-case basis for reasons that include but are not limited to serious health issues and family emergencies.

Parents must contact the Parent Educator to make arrangements for a prearranged absence. The Parent Educator will try to schedule a Personal Visit for the estimated return date. If the family is not available on the previously scheduled visit date, the Parent Educator will attempt to contact them. **If they cannot be contacted within three working days and if there has been no contact from the family, the child will be withdrawn from the program and placed on a wait-list.**

Confidentiality Procedure

KCI respects your right to privacy. Parents/guardians must sign an authorization for Mutual Exchange of Information before any information will be released.

All staff shall be informed prior to beginning work and reminded regularly thereafter that any information concerning a KCI family is private and shall not be discussed with anyone outside the appropriate Kids' Corps staff without authorized parent/guardian permission. Staff who leave KCI will be reminded of the confidentiality still binding them.

All documents, forms, and files regarding families in the program will be kept in a locked space when not in use.

There are some exceptions when written consent to share information is not required:

- When the information is requested by a government agency for law-enforcement activity;
- When there is an appropriate court order, such as a subpoena;
- In emergency situations to protect the health or safety of an individual;
- In a program review or review audits conducted by federal or state agencies.

Child Abuse and Neglect Procedure

Reporting suspected abuse

Children's safety always comes first. Alaska state law (section 47.17) require Parents as Teachers staff and all licensed child care providers to report suspected or known cases of child abuse and neglect. Staff must report no matter where the suspected incidents occur. All incidents of suspected or known child abuse or neglect must be reported to the Office of Children's Services (269-4000) within 24 hours.

Kids' Corps Parents as Teachers is required to follow the Alaska state child abuse and neglect reporting law KCI staff or volunteers are required to report any suspected or known abuse or neglect of a child to the Office of Children's Services. **All reports are confidential.**

What is considered "abuse" and/or "neglect"?

State law defines child abuse or neglect to include:

- **Physical injury** that harms or threatens a child's health or welfare;
- **Failure to care for a child**, including neglect of the necessary physical needs: (food, shelter, clothing, and medical attention), emotional, mental and social needs:
- **Sexual abuse**, including molestation or incest.

Unsupervised children

Lack of supervision may be considered child neglect. This could include children twelve (12) years of age or younger left unsupervised at home or unattended in a vehicle.

Help is available

The safety of young children is a primary concern of Kids' Corps. Parent Educators are available to assist families who are in crisis or experiencing family problems.

Unsupervised Child Procedure

Leaving young children 12 years old and under unsupervised may fall under the category of child neglect. Alaska state law requires that incidents of child abuse or neglect be reported to the Office of Children's Services (OCS). Kids' Corps employees are mandatory child abuse and neglect reporters.

It is the policy of this agency to insure the safety of all children. If any children are left alone in your residence, a KCI employee may enter your home to use the telephone or to assure that children are safe.

Procedure

1. If, upon a KCI employee's arrival at Parents as Teachers child's home, a child answers the door, the employee will attempt to determine if an adult is present.
2. If the staff person determines that an adult or appropriate caregiver is not home, the staff is legally mandated to make a report to the Office of Children's Services (OCS) and the Anchorage Police Department.
3. Staff may enter the home to assure the safety of the child. Staff will call the Anchorage Police Department (APD) at 786-8900 to request a child welfare check. The child's address will be given to the dispatcher.
4. Staff waits at the home until APD arrives.
5. Staff reports the incident to the (Home Visiting Coordinator immediately).

Breast Feeding Promotion & Support

Kids' Corps Parents as Teachers is committed to encouraging breastfeeding and providing ongoing support to breastfeeding mothers. Substantial research has documented that breastfeeding provides many health benefits to both mother and child.

- KCI Parents as Teachers program recommends breastfeeding as the optimal method of infant feeding. All expectant mothers will be encouraged to breastfeed and new mothers will be educated on the benefits of breastfeeding.

- During Group Connections KCI staff will make every effort to provide a private area for mothers who want to breastfeed their child or express their milk in private. When possible this space will include a comfortable seating area, an electrical outlet and water. Mothers are also welcome to breastfeed in the Group Connection location if they wish.

- A positive breastfeeding attitude will be conveyed by the distribution of culturally appropriate materials. Breastfeeding promotion information may be displayed in centers. Resource information will be available to families should questions or problems arise.

"Just Playing"

When I'm building in the block area, please don't say I'm "Just Playing."
For, you see, I'm learning as I play: about balance and shapes.
Who knows, I may be an architect someday.

When I'm getting all dressed up, setting the table, caring for babies,
Don't get the idea I'm "Just Playing."
For, you see, I'm learning as I play: I may be a mother or a father someday.

When you see me engrossed in a puzzle or some plaything at my school,
Please don't feel the time is wasted in "Play." For, you see, I'm learning as I play.
I'm learning to solve problems and concentrate: I may be in business someday.

When you see me learning to skip, hop, run, and move my body,
Please don't say I'm "Just Playing." For, you see, I'm learning as I play.
I'm learning how my body works: I may be a doctor, nurse, or an athlete someday.

When you see me sitting in a chair "reading" to an imaginary audience,
Please don't laugh and think I'm "Just Playing."
For, you see, I'm learning as I play: I may be a teacher someday.

When you see me combing the bushes for bugs, or packing my pockets with choice things I find, don't pass it off as "Just Playing."
For, you see, I'm learning as I play: I may be a scientist someday.

When you see me tasting foods, please don't think that because I enjoy it, it is "Just Playing." For, you see, I'm learning as I play.
I'm learning to follow directions and see differences: I may be a cook someday.

When you ask me what I've done today, and I say, "I Just Played,"
Please don't misunderstand me. For, you see, I'm learning as I play.
I'm learning to enjoy and be successful in my work,
I'm preparing for tomorrow.
Today, I am a child and my work IS play.

Parents and Visitors Code of Conduct

Kids' Corps, Inc. is committed to ensuring the safety of children, parents, visitors, and staff in all our facilities. In order to maintain an open, orderly, respectful and secure environment it is essential that all parents and visitors to our buildings be aware of their responsibilities and adhere to the expected code of conduct described below.

PARENTS/VISITORS ARE EXPECTED TO

- Behave in a respectful and orderly manner on KCI premises or when attending a KCI sponsored event.
- Speak to others kindly and with respect.
- Respect and honor the rights of other parents, children, and staff to a safe and inclusive environment.
- Address concerns in an appropriate manner, with the appropriate people.
- Recognize that the education and safety of children is a joint responsibility of the parents and the Head Start/Early Head Start school community.

SCHOOL AND CLASSROOM GUIDING PRINCIPLES

- Know, and help their children understand, the school and classroom guiding principles: ○ We take care of ourselves.
  - ○ We take care of others.
  - ○ We take care of our things.

- Keep our classrooms, hallways and playgrounds focused on children, by minimizing cell phone use while at Head Start/Early Head Start Centers.
- Convey to children a supportive attitude toward education and the Head Start/Early Head Start school.
- Build good relationships with school staff, other parents and their children's friends.

NO PERSON SHALL

- Intentionally injure any other person or threaten to do so.
- Disrupt classes, school programs or other school activities.
- Intimidate, harass or discriminate against any person.
- Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
- Possess or use weapons in or on school property or at school function.
- Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.
- Use tobacco products in sight of, Head Start/Early Head Start children.

SAFETY

The safety of the children and staff at the school is the first priority. In the interests of child, parent, visitor, and staff safety, individuals may be asked to leave the premises immediately if they appear disruptive or threatening while on KCI premises or at a KCI sponsored activity. Law enforcement may be called if necessary.

PROGRAM MANAGER MITIGATION STEPS

Once it is safe to do so, a Program Manager will speak with the parent/visitor to discuss the specific behavioral issues and request the parent/visitors input on resolving the safety issue.
If this fails to result in changed behavior, the Program Manager will consult with the Executive Director. The Program Manager may also meet with the Center Director and Family Services Coordinator to discuss a plan of action that:
1. Describes the specific unsafe, rude, or threatening behavior of the parent/visitor
2. Outlines staff's commitment to work together to solve this problem in a supportive fashion

BEHAVIORAL ACTION PLAN AGREEMENT

The Program Manager will then set up a written behavioral agreement with the parent/visitor which specifically defines the following:
1. Appropriate and inappropriate behaviors.
2. Consequences for any violation of appropriate behavior including being asked to leave the Premises and calling the police.
3. Will be signed by the parent and staff as appropriate.
4. Will be shared with supervisors, managers, etc.

NON-COMPLIANT

If the parent/visitor violates this agreement the Program Manager will proceed with next steps which may include exclusion from Head Start premises and KCI sponsored activities.

Kids' Corps, Inc. Parents as Teacher

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