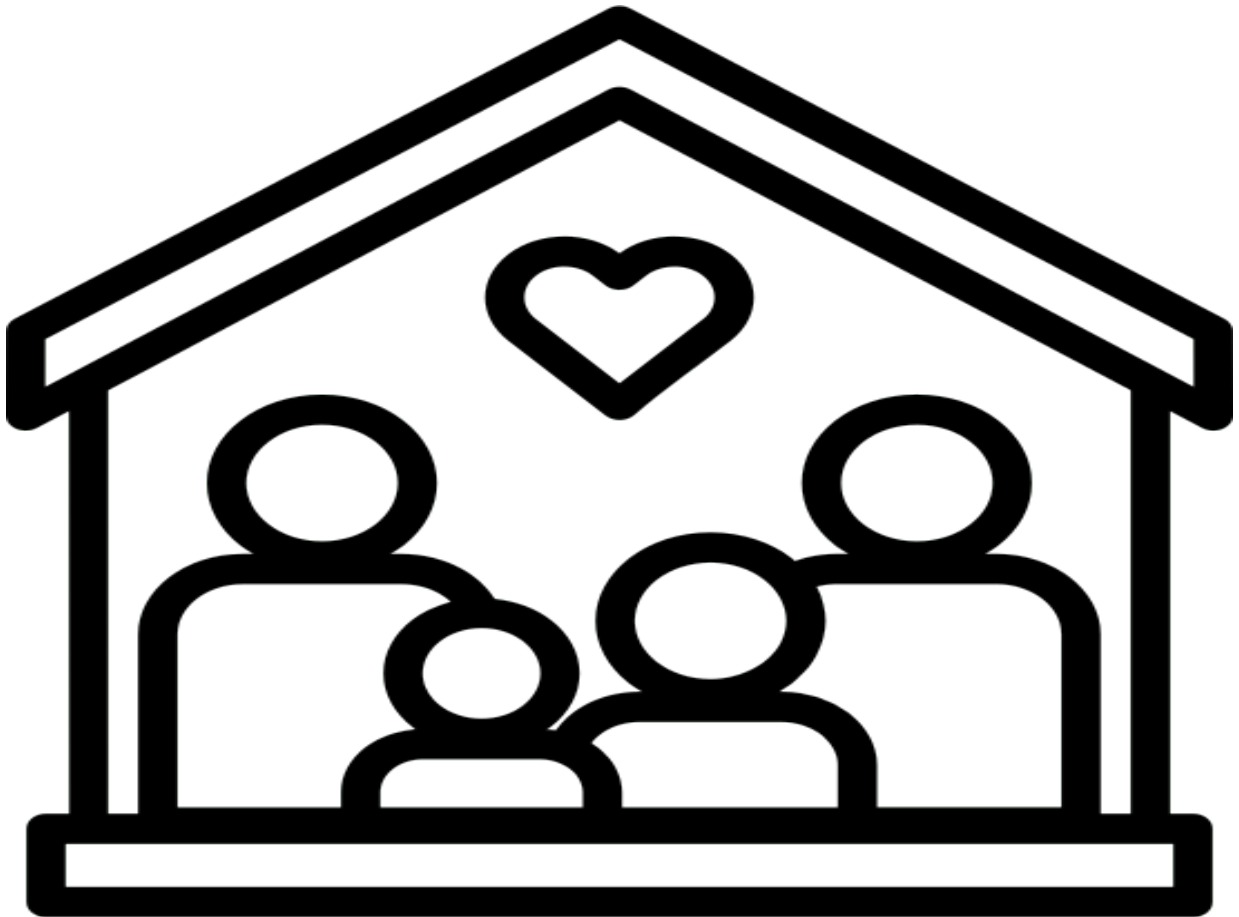


***GLCAP Early Childhood Program
and
Lucas County Head Start at GLCAP
Family Handbook
2026-2027***



Welcome!

My Child's Center: _____

My Child's Center Address, City, Zip: _____

My Child's Center Phone #: _____

My Child's Center's Email Address: _____

My Child's Teacher: _____

My Home-based Coach: _____

My Child's Center Specialist (If Center-based or Child Care): _____

My Child's Family Advocate: _____

My Child's Health Advocate: _____

My Child's Center hours are: _____ a.m. to _____ p.m.

My Child's days at the center are:

Full Day Preschool: Monday through Thursday

Child Care: Monday through Friday

Home Based: Scheduled visits and scheduled Play Groups

Center designation for emergencies:

(List location where children are taken in case of an emergency)

Attention:

**It is important to call your child's Center if your child will be absent.
Consistent attendance is very important for your child's learning and
skill building.**



Table of Contents

Dear Parent/Guardian,.....	6
What is Ohio Preschool Program (OPP)?	7
What Is Head Start (HS)?	7
What is Early Head Start (EHS)?	7
What to Expect from my Center Specialist.....	8
What to Expect from My Child's Teacher	9
What to Expect from Your Family's Home Based	10
Coach	10
WHAT TO EXPECT FROM MY FAMILY ADVOCATE Supporting Families Every Step of the Way.....	11
WHAT TO EXPECT FROM YOUR HEALTH ADVOCATE	12
Goals and Philosophy	13
Respectful Environment and Protection from Inappropriate Language, Media, and Behavior	13
Social Media Policy	14
Video Cameras.....	14
Building Security and Limited Access Policy.....	14
Program Options	15
Placement Procedure	16
Special Circumstances	16
Admission.....	16
Suspension/Expulsion	17
Child Care Licensing/Step Up to Quality and National Association for the Education of Young	17
Children Accreditation (NAEYC)	17
Parent Roster Information.....	17
Licensed Capacity and Adult/Child Ratio	17
Ohio's Quality Rating System and NAEYC Accreditation.....	18
Step Up to Quality: A Message for Our Families	18
What Is Step Up To Quality?	18
Why It Matters to You.....	18
GLCAP Centers: Proudly NAEYC Accredited	19
What Does This Mean for Your Child?	19
NAEYC Accreditation is a trusted mark of quality.	19
Why It Matters.....	19
What Defines a High-Quality Program?.....	20
What This Means for You.....	20
Attendance Procedures	20
Inclement Weather	21
Center Closings	21

Orientation and Family Connections Meeting	21
Tuition/Fee Policy	22
Guidelines for Children	22
Supervision of Children	22
Arrival/Departure	22
Children Arriving to the Center from Other Programs	23
Release of Children.....	23
Emergency Transportation.....	23
Parking Lot Safety	23
Custody Agreements	24
Transitioning.....	24
Child Abuse Reporting.....	24
Swimming Information and Water Safety	24
Social and Emotional Development	25
Conscious Discipline.....	25
<i>Discipline Techniques: Appendix A to Rule 5180:2-12-19</i>	27
Allowable Discipline Techniques	27
Prohibited Discipline Techniques	27
Accidents and Emergencies	28
Management of Illnesses.....	29
When a Child is Exposed to a Communicable Disease.....	29
Returning to the Center after an Illness.....	30
Important Practices.....	30
Staff Medical Training.....	30
Emergency Medical Devices and Medications.....	30
Playground Safety and Outdoor Play.....	31
Holiday Celebrations.....	31
Services for Children with Special Needs	32
Public Law 94-142 (Passed in 1975)	33
Public Law 99-457 (Passed in 1986)	33
Public Law 105-17 IDEA (Passed in 1997)	33
Public Law 108-446 IDEA Improvement Act of 2004	33
Diapering/Toileting Needs	33
Guidelines for Adults.....	34
Picture Taking and Social Media	34
Guidelines for the Staff & Volunteers	34
Guidelines for Special Outing and Routine Field Trips	35
Child Guidance & Management for the Staff & Volunteers.....	35
Parent/Community Grievance Procedure.....	36

Services to Children and Families	37
Families as Partners in Learning	37
How Children Learn at GLCAP.....	37
Developmental Screenings:	38
What to Wear.....	38
Toys from Home	38
Home Visits	38
Parent Teacher Conferences.....	39
Special Information for the Home-based Option	39
Health Services	40
Immunizations.....	41
Health Record	41
Dental Exams and Dental Treatment	41
Nutrition Services	42
Meal Service	42
Classroom Cooking Experience	42
Food Allergy/Special Diet.....	43
Food Service Requirement.....	43
Special Policies for Nutrition.....	43
Administering Medication and Special Diets.....	43
Child and Adult Food Care Program Non-Discrimination Statement	43
Menus	44
Infant Menu.....	45
Parent Engagement.....	46
Parent Committees/Parent Meetings/Family Fun Events/Parent Cafes	46
Policy Council in the GLCAP Counties and Policy Committee in Lucas County	46
Contributions <i>as In-Kind</i>	47
The Head Start Parent, Family, and Community Engagement Framework/Outcomes	48
Social Services/Family Services	49
School Readiness Goals	49
Child Records - Parental rights Procedure.....	49
Center Parent Information Required by Ohio Administrative Code.....	51
Center List/Important Phone Numbers.....	52
Child and Adult Care Food Program, Building for the Future	54
Good Hygiene is in Your Hands.....	57



Dear Parent/Guardian,

Our goal is to provide quality services to children and families. The Family Handbook explains guidelines about the Ohio Preschool Program, Head Start and Early Head Start Program that is serving you and your family.

Please take time to read the School Readiness Goals that are available at your child's center. These goals discuss the learning goals that your child and family will experience this year.

This can be an exciting year for you and your child. Your child has the opportunity to learn through Education and Early Childhood Development Services. As a parent, you will have the opportunity to participate in your child's learning experiences as well as activities that are provided especially for you.

The Ohio Preschool Program, Head Start and Early Head Start recognizes that you are the primary educator of your child; therefore, you are invited to be an important part of your child's success in the program. GLCAP Early Childhood Program wants to partner with you in this education process.

Thank you for choosing GLCAP to provide early childhood services to your family. We hope this will be a special year for you and your child.

You may contact the GLCAP Central Office at 1.800.775.9767, if you have any questions that the center staff are not able to assist you with.

Well Wishes,

A handwritten signature in black ink that reads "Jacquie Wells".

Jacquie Wells, Child Development Director

P.O. Box 590

1-800-775-9767 www.glcap.org 127 S. Front St. Fremont, Ohio
43420

What is Ohio Preschool Program (OPP)?
What Is Head Start (HS)?
What is Early Head Start (EHS)?



Ohio Early Childhood Education, Head Start and Early Head Start are state and/or federally funded, community based early childhood programs for children and families. These programs are available for children (birth through age 5). Families are selected according to federal income guidelines and Priority Points. Ohio Early Childhood Education, Head Start and Early Head Start participates in a partnership with the family, the community, and the child to enhance the social, emotional, cognitive and physical development of the child. This partnership is designed to ensure that the program and family goals are implemented to promote future success in school.

Children and families who attend Ohio Preschool Program, Head Start and Early Head Start participate in family-centered services, which include a variety of educational and social activities. Medical, dental and developmental screenings are provided for children. Children receive healthy meals and snacks, and enjoy indoor and outdoor activities in a safe environment. These services facilitate child development, support parental goals and promote family self-sufficiency.

The Ohio Preschool Program, Head Start and Early Head Start programs help all children succeed. The program recognizes that the parent is the child's first and most important teacher and nurturer. Ohio Preschool Program, Head Start and Early Head Start values your family involvement in program activities and agrees to work with families as a partner in your child's development.

The program needs your participation in every aspect of your child's care and development.

THANK YOU FOR ENROLLING YOUR CHILD IN OHIO Preschool Program, HEAD START, AND/OR EARLY HEAD START.



What to Expect from my Center Specialist

My Center Specialist's name is: _____

Manages, directs and monitors the daily operations of the center following Head Start Performance Standards, Ohio Early Learning Standards, ODJFS Licensing, Step Up to Quality, NAEYC, and GLCAP Policies and Procedures.

Plans, coordinates, and participates in parent, community, and state-level meetings to build and maintain effective partnerships that support promote Heading to Kindergarten goals, expectations, and successful family transitions.

Assist you and your child through the first steps of their educational journey.

Provides a safe, positive, inclusive and high-quality experience for children and families.

What to Expect from My Child's Teacher

Teacher Name:

Your child's teacher is here to assist you and your child through the first step of their educational journey.

Screening & Ongoing Assessments

Completed within 45 days of first day of class:

- ASQ-3
- ASQ-SE2

Ongoing Assessment:

- Teaching Strategies GOLD

Educational Home Visits

First home visit will be scheduled right before your child begins school.

Second home visit will be scheduled in the spring.

Ongoing Communication

Daily communication will occur during drop-off and pick-up times and during the weekly visits in the Home-Based program.

In-Kind Homework

Weekly at-home activities should be completed and In-kind forms returned.

WELCOME TO HOME-BASED HEAD START!

What to Expect from Your Family's Home Based Coach

Your Home Based Coach is Here To

Partner with your family, support learning and development, provide resources and activities, and prepare your child for school success.

Weekly Home Visits

Personalized learning experiences, parent coaching, support, and family goal planning.

Developmental Screenings

Within 45 days: ASQ-3, ASQ-SE2, hearing and vision screenings.

Ongoing Assessment

Teaching Strategies GOLD and Growing Great Kids Curriculum used throughout the year.

Parent & Coach Conferences

Two conferences each year - Fall and Spring.

Group Socializations

22 fun playgroups, family activities, and community learning experiences.

Weekly Family Activities

Take-home learning activities to complete with your child and share during visits.

Our Commitment

We listen, support, encourage, and partner with families so children can thrive.

My Home Base Coach:

Program Year: _____

WHAT TO EXPECT FROM MY FAMILY ADVOCATE

Supporting Families Every Step of the Way

Enrollment & Eligibility

Helping families get started with applications, eligibility, and program information.

Family Needs & Resources

Connecting families with community resources and support services.

Family Goals & Partnerships

Supporting family goals and celebrating accomplishments.

Attendance Support

Helping children stay connected and supporting attendance.

Home & Center Visits

Three visits each year to strengthen partnerships and update information.

Health & Wellness

Supporting physicals, dental care, immunizations, and screenings.

WE ARE PARTNERS! Together we support healthy children, strong families, community connections, and school readiness.

Family Advocate:

Phone: _____

Email: _____

Center Location:

WHAT TO EXPECT FROM YOUR HEALTH ADVOCATE

Supporting Healthy Children & Families

How We Help	What We Do
■ Health Education	Answer health questions and provide health education.
■ Health Requirements	Help keep physicals, immunizations, and exams up to date.
■ Health Screenings	Hearing, Vision, Blood Pressure, Hemoglobin, Lead, Height & Weight.
■ Insurance Support	Help families obtain health insurance.
■ Medical Providers	Help find a primary care physician or specialist.

Our Goal

To partner with families to support children's health, development, and school readiness by connecting families with health services, resources, and support.

Together, we can help your child stay healthy and ready to learn!

Goals and Philosophy

We are guided by the belief that children thrive in environments where they are seen, heard, and valued as capable and curious citizens. We honor each child's home and family as their first and most influential learning environment, recognizing parents as their child's primary teacher and lifelong nurturer. In partnership with families, we strive to create a respectful, nurturing, and responsive environment where children feel safe to explore, express, and grow. Rooted in our commitment to whole-child development, we offer meaningful, age-appropriate experiences that support each child's social, emotional, physical, and intellectual growth, always in the context of trusting relationships and a community that reflects the diversity and dignity of every child and family.

Respectful Environment and Protection from Inappropriate Language, Media, and Behavior

Our program is committed to providing a safe, nurturing, respectful, and developmentally appropriate environment for every child.

Children enrolled in the program will be protected from exposure to:

- Profanity, vulgar, abusive, discriminatory, or threatening language.
- Physical aggression, intimidation, harassment, or bullying.
- Sexual language, sexually explicit materials, or sexually inappropriate behavior.
- Violent, graphic, or otherwise age-inappropriate media or entertainment.
- Behavior that is demeaning, humiliating, or emotionally harmful.

This expectation applies to:

- Employees
- Parents and guardians
- Family members
- Volunteers
- Contractors
- Visitors

All adults are expected to model respectful communication and behavior while on program property, during program-sponsored activities, and while representing the program.

Parents and visitors who engage in behavior that disrupts the learning environment or compromises the emotional or physical safety of children may be asked to leave the premises. Continued violations may result in restricted access to the program and other appropriate actions consistent with program policy.

The program maintains zero tolerance for child abuse, neglect, harassment, discrimination, or conduct that places children at risk.

Social Media Policy

The privacy, dignity, and safety of children, families, and staff are important to our program.

- Parents, guardians, volunteers, and visitors may not post photographs, videos, or identifying information about any child other than their own on social media or other public platforms without the written consent of the child's parent or legal guardian.
- To protect the privacy of all families, recording (including video or audio) inside classrooms or program facilities is prohibited unless authorized by program administration.
- Staff members are prohibited from using personal social media accounts to communicate with enrolled families regarding program business. Official program communication will occur through approved communication methods.
- Families are encouraged to address concerns directly with program staff or administration rather than through social media. The program reserves the right to respond to concerns through appropriate internal procedures rather than online discussions.
- Any social media activity that threatens the safety, confidentiality, or well-being of children, families, or staff may result in appropriate action, including restrictions on access to the program or involvement of law enforcement when warranted.

Video Cameras

Please be aware that our classrooms are equipped with video cameras as a means to protect the safety and security for the children, their parents, staff, and visitors.

Building Security and Limited Access Policy

The safety of children and staff depends upon maintaining a secure learning environment.

To protect everyone in our program:

- Access to the building is limited during program hours.
- All visitors must enter through the designated entrance, sign in, provide identification upon request, and receive authorization before entering classrooms or child activity areas.
- Exterior doors will remain secured except for designated arrival and departure times.
- Only individuals authorized by the parent or legal guardian may pick up a child.
- Staff may request photo identification before releasing a child.

- Parents and visitors are expected to follow all security procedures and directions from staff.
- Individuals whose behavior is disruptive, threatening, aggressive, or creates a safety concern may be denied entry or asked to leave program property.
- The program reserves the right to limit, supervise, or suspend access to the facility when necessary to protect the health, safety, or well-being of children, families, staff, and visitors.
- Law enforcement may be contacted whenever a safety threat exists or an individual refuses to comply with security procedures.

Program Options



The GLCAP Early Childhood Program offers a variety of options for families enrolled in our program. They are:

Full Day Center based Children enrolled in this option attend classes

- approximately 7 hours per day, Monday through Thursday. Each family receives at least two home visits and two parent-teacher conferences per year. The center-based option is a traditional pre-school program, with group sizes between 15 and 18 children. Children will receive a nutritional meal and two healthy snacks while at the program.

- Early Head Start Home-based – Families enrolled in the Early Head Start Home-based option receive home visits throughout the entire year, minimum of 48 visits per year. The Home-Based Coach meets with the parent(s) and the child for 90 minutes each week. The Home-Based Coach teaches the parent various skills during this time, as well as helping parents understand how to use their home as the child's learning environment. The parents learn skills to help them teach their child, as they are their child's first and primary teacher. Families participate in Play Groups throughout the year. This is a chance for the children to develop their social skills, and for parents to form support groups with other parents and observe their children interacting with others. This option is available through Early Head Start.
- All Day Learning (Child Care, Direct Operated) – Children enrolled in this option require full day/full year services because their parents are employed or in school. Classes provide a mixed age group setting for children ages 0 to 3 and 3 and 5 . Children receive services for up to 12 hours per day, 5 days per week in a GLCAP center. Currently, this option is available at the GLCAP Stricker Center in Fremont for infants, toddlers, and preschoolers.

- All Day Learning (Child Care, Contract Center, Family Child Care) – Children enrolled in this option require full day/full year services because their parents are employed or in school. Children receive services for up to 12 hours per day, 5 days per week in a private childcare center or family provider home that contracts with GLCAP. This option is available through Early Head Start and Preschool Head Start.

Children enrolled in the GLCAP Early Childhood Program receive comprehensive services, i.e., Education, Parent Engagement, Social Services, Health, Dental, Mental Health, Nutrition and Disabilities Services.

Placement Procedure

It is the procedure of the GLCAP Early Childhood Program to accept eligible children into all options, including Center Base, Home Base and All - Day Learning (Child Care) based on the family and child's needs and availability of open slots. GLCAP Early Childhood Program collaborates with the public school system and other early childhood programs in the community to provide the best placement and services for each individual child. Individual placement decisions may be based on such factors as agency referral, availability of slots, family employment, location, priority status points, and/or special needs.

Special Circumstances:

Age Eligibility Dates – Children's age eligibility will be determined by the school district's age eligibility date for kindergarten in the school district where the child resides. Children can become enrolled upon their third birthday in most Head Start options.

Five-Year Olds - Children who reach the age of five before their school districts age eligibility date, will be considered 5 and thus ineligible for preschool unless they are on an IEP. These children must have a current Preschool Individual Education Plan (IEP) and participate in the IEP transition process. The IEP team will determine if another year of preschool is appropriate for the child. Children must also meet the criteria for the Head Start program including, but not limited to income, location, and availability of slots *and decision of placement is determined by priority points*. The GLCAP Early Childhood Program will make a conscious effort to make placement decisions based on the best interests of children and families throughout the program.

Admission

Your child will be considered enrolled in the center after the availability of a slot has been confirmed and all required paperwork has been completed and reviewed by the center administrator (Center Specialist). The paperwork consists of basic enrollment and health information. Any changes must be

provided to the center as soon as possible to ensure that current information is always available to staff. A physical must be signed by a physician or nurse practitioner within 30 days of your child's entry. The physical must be completed every 13 months for preschool children. Early Head Start children will follow the EPSDT schedule of well-child checks.



Suspension/Expulsion

GLCAP will not suspend, un-enroll or expel a child due to his/her behavior. Staff and parents will meet to develop a Behavior Support Plan if necessary.

Child Care Licensing/Step Up to Quality and National Association for the Education of Young Children Accreditation (NAEYC)

All GLCAP centers are licensed through the Ohio Department of Children and Youth

. At the end of the handbook, you will find an attachment about licensing and other valuable information. Please take time to read this important information.

Parent Roster Information

Parents or guardians can receive a list of contact information for other parents and guardians with children attending the center. Only those individuals who indicate on the DCY 01234 "Child Enrollment and Health Information" form that they want their contact information made available will be included on the list. The list shall only be given to parents or guardians of a child who attends the center and individuals associated with the center who request it for center related business.

Licensed Capacity and Adult/Child Ratio

Age of children	State Required Staff/Child Ratio	GLCAP Maximum Group Size, Required Staff/Child Ratio
Infants (birth and under 12 months)	1 to 5 or 2 to 12 in same room	1:4, or 2:8 if two staff members are in the room
Infants (12 months and under 18 months)	1 to 6	8 maximum children, 1:4
Toddlers (18 months and under 2 1/2)	1 to 7	8 maximum children, 1:4
Toddlers (2 1/2 years and under 3 years)	1 to 8	8 maximum children, 1:4
Preschool - three years	1 to 12	15 maximum children, 1:10
Preschool - four and five years of age	1 to 14	20 maximum children, 1:10

In family childcare homes, the provider's own children under the age of 6, as well as any other children in the home temporarily requiring supervision, should be included in the child: provider ratio. In family childcare settings where there are mixed age groups that include infants and toddlers, a maximum ratio of 6:1 should be maintained and no more than two of these children should be 24 months or younger. If all children in care are under 36 months, a maximum ratio of 4:1 should be maintained and no more than two of these children should be 18 months or younger. If all children in care are 3 years old, a maximum ratio of 7:1 should be preserved. If all children in care are 4 to 5 years of age, a maximum ratio of 8:1 should be maintained.

Ohio's Quality Rating System and NAEYC Accreditation



Step Up to Quality: A Message for Our Families

Understanding Ohio's Updated Step Up To Quality System

At GLCAP, we know that choosing the right early learning environment for your child is one of the most important decisions you make. That's why we're proud to be part of **Step Up To Quality (SUTQ)** Ohio's system for recognizing and supporting high-quality early childhood programs.

What Is Step Up To Quality?

Step Up To Quality is Ohio's quality rating and improvement system for licensed early childhood programs. It helps families like yours identify programs that go beyond basic health and safety to offer enriched learning environments that support your child's growth and development.

Step Up To Quality now uses a **three-tiered rating system** to make it easier for families to understand how programs are performing:

- **Bronze Tier** – Programs meeting the foundational standards such as aligned curriculum, health and safety, and staff background checks.
- **Silver Tier** – Programs that show consistent quality in areas like child assessment, teacher qualifications, and family engagement.
- **Gold Tier** – Programs that demonstrate excellence in all areas, including high staff education, ongoing improvement planning, and rich learning experiences.

Each tier reflects how the program supports children's school readiness, learning, and well-being.

Why It Matters to You

When your child attends a Step Up To Quality-rated center, you can feel confident they are in a nurturing, intentional learning environment that:

- Uses proven tools and teaching strategies
- Partners with you as your child's first teacher
- Continuously works to improve and grow
- Prepares your child for future success in school and beyond

GLCAP Is Proud to Be Step Up To Quality Rated GOLD!

All of our centers have earned recognition under the new SUTQ system with the GOLD award. This means we meet or exceed state standards in areas like curriculum, assessment, teacher training, and family partnerships.

Together, we create a culture where:

- + *Children are seen as capable and curious learners*
- + *Families are essential partners*
- + *Teachers are lifelong learners and researchers*

Thank you for trusting us with your child's early learning journey. We're proud to walk beside you every step of the way.



GLCAP Centers: Proudly NAEYC Accredited

What Does This Mean for Your Child?

GLCAP is proud to offer NAEYC-accredited programs at the majority of our locations, reflecting our deep commitment to quality education for young children." NAEYC Accreditation is the gold standard for excellence in early childhood education.

NAEYC Accreditation is a trusted mark of quality.

When you see the NAEYC torch, it means the program has met rigorous national standards that go beyond state licensing. Accredited programs demonstrate a deep commitment to continuous improvement, research-based practices, and the belief that all children deserve high-quality learning experiences from birth through age 8.

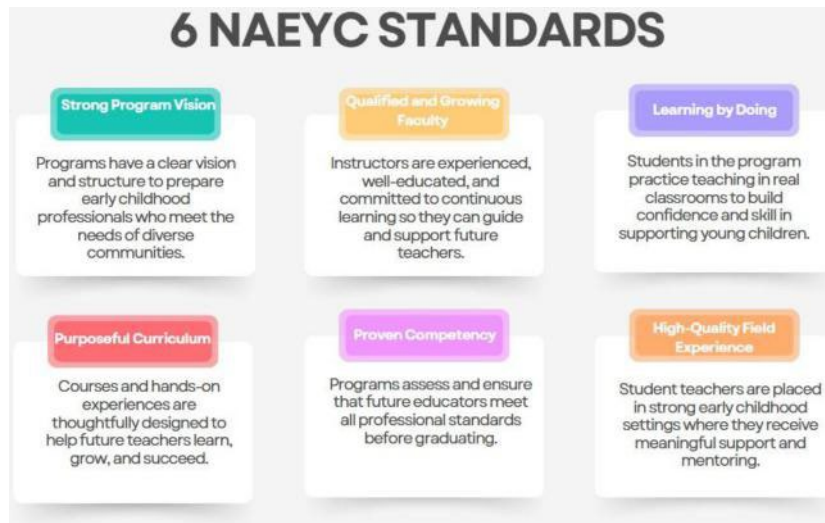
Why It Matters

High-quality early learning environments make a lasting difference. Research shows that early childhood experiences have a powerful impact on children's learning, development, and well-being throughout life. NAEYC-accredited programs like ours help build strong foundations for success in

school and beyond through intentional teaching, strong relationships, and safe, engaging environments.

What Defines a High-Quality Program?

NAEYC Accreditation is based on **6 research-based standards of excellence**:



What This Means for You

As a parent or caregiver, you can be confident knowing your child is in a program that prioritizes excellence, inclusion, and continuous learning. We are committed to honoring children as capable learners, families as key partners, and educators as skilled professionals.

If you have any questions about NAEYC Accreditation or what it means for your child's experience, please reach out to your **Center Specialist**, they'll be happy to talk with you!



Attendance Procedures for Full Day, Center-based and All-Day Learning (Child Care)

GLCAP believes that attendance is important in a preschool setting to ensure safety and provide consistency of learning and development of skills. It is very important for children to attend every day!

1. Parents have the responsibility of contacting the center when their child is absent. A call will be made to the center within the first hour of the child's

session telling the center staff the reason for the child's absence. GLCAP takes this seriously so we can ensure your child's safety and well-being. This responsibility is addressed in the Family Handbook, at parent meetings, orientation and during Home Visits.

2. If the parent does not contact the center, the teacher will notify the Center Specialist/Family Advocate/Secretary/Receptionist, who will contact the parent by phone on the first day the child is absent and every day of absence thereafter if the parent does not call the center. Family Advocates or other assigned staff will make other direct contact with a child's parents if a child has multiple unexplained absences (such as two consecutive unexplained absences).
3. If your child has sporadic attendance, contact will be made to your family to emphasize the benefits of regular attendance, while at the same time remaining sensitive to any special family circumstances influencing your child's attendance patterns.
4. Children should remain home to rest and recover when they are ill and may not return to the center until they have been fever free, diarrhea free, and vomit free for 24 hours without the use of medications.

Inclement Weather

GLCAP understands the needs of working families; therefore, GLCAP will only close if there is a Level 3 Weather Emergency issued for the county the center is located in. GLCAP Centers do not delay. Each family must determine if they feel safe bringing their child to our center in inclement weather. Please call us if your child will not attend due to inclement weather.

Center Closings

Each center will develop a plan for an emergency at their center that requires closing. In the case of a closing, each family will be notified per the center's Center Plan. You may receive text messages through Child Plus, our database software system. Please watch for important messages from your child's center.

Orientation and Family Connections Meeting



A Family Orientation for all program options occurs at each center at the beginning of the school year. At that time, information about your child's center and what the school year will hold for your family will be shared. You will have an opportunity to tour the center and meet the staff. In addition to orientation, a Family Connection Meeting is made with each family. Necessary paperwork is completed, and numerous resources will be provided. These are great opportunities to ask questions about the GLCAP program.

Tuition/Fee Policy

1. Families will not be charged a fee in the Federal Head Start program or the Ohio Early Childhood Education program if enrolled in the Center based or Home-based option.
2. GLCAP will provide a statement of Child Care fees paid to parents upon request. The GLCAP Tax ID information will be on the statement.

Guidelines for Children



Supervision of Children

A major responsibility of the staff is to ensure the health and safety of each child entrusted in our care. Staff are alert to the safety needs of the children, anticipate possible hazards, and take necessary appropriate precautionary and preventative measures.

At no time will a child be left unattended. Staff will supervise children at all times, including naptime. If a child becomes ill, they may be isolated in a section of the room not in use, but within the sight and hearing of a staff member.

Arrival/Departure

To keep children, their families, and teachers safe, GLCAP will follow strict cleaning and handwashing protocols. We will follow these important guidelines:

- Before leaving your home, check your child's temperature. If your child is running a fever of 100 degrees or more, do not bring your child to the center. Your child should stay home for at least 24 hours after their fever subsides without medication. Call the center to let us know that your child is ill.
- **Arrival – Drop Off:** Please attend the Orientation/Open House at your child's center where you will receive detailed information on the arrival-drop-off procedure. Please do not leave other children in your vehicle without an adult when you are dropping off the child who is enrolled in the GLCAP program.
- **Departure – Pick up:** Parents are expected to enter the center building and go to their child's classroom to pick up their child. This will be a time when parents can talk to their child's teacher. Children must be picked up by a parent/guardian or approved person that is listed on the Child Enrollment and Health Information form. At the time of pick up, parents are asked to contact their child's supervising staff member to ensure that the staff are aware that the child has been picked up. Parents are responsible for the supervision of their child after signing them out. No child is permitted to be passed over the playground fence for pick up. The use of a cell phone is prohibited at this time – this can impact the safety of the child and the parent! It is best to leave the cell phone in the car or set it to the off position.



Things to remember: *Hold your child's hand when entering and exiting the center. Little ones can quickly run! Please do not leave other children in your vehicle without an adult; you will have to make arrangements for any other children that are not attending the center. This is for everyone's safety!*

Children Arriving to the Center from Other Programs

At times, it may be necessary for a child to arrive at the center from another program. If a child is scheduled to arrive and does not, we will first contact the parent to confirm that the child is scheduled to be at the center that day and then contact the program that they are to have arrived from. We will then consult with the parents to determine further action. For this reason, it is very important that parents contact the center when their child will not be attending.

Release of Children

1. Staff will release children only to people on the Child Enrollment and Health Information form.
 - a. If an emergency arises in which the parent or any person listed on Child Release form cannot pick up, then the parent **must** contact the Center Specialist.
 - b. Staff will check ID's of anyone they do not recognize. Please let people know about this ahead of time, so they bring a picture ID, and they are not offended. The children's safety is our priority!
 - c. Staff will not release children to anyone, including parents, who appear to be under the influence of drugs or alcohol. Emergency contacts will be called to transport the child home and Police will be notified if necessary.
 - d. If a child is picked up late on a continuous basis, a Family Partnership Agreement will be initiated.

Emergency Transportation

Parents will complete the Child Enrollment and Health Information Form and will indicate on this form if they give permission or do not give permission for transportation in the event of an illness or injury to their child while in the care of a GLCAP Center. If a parent does not give permission to transport, the parent will document actions to be taken on the Child Enrollment and Health Information Form.

Parking Lot Safety

Always hold your child's hand when entering and exiting the center and in the parking lot. Little ones can quickly run! Please do not leave other children in your vehicle without an adult; you will have to make arrangements for any other children that are not attending the center. Make sure your vehicle is turned off when parking in any parking area of the school. This is for everyone's safety!

Custody Agreements

If there are custody issues involving your child, you must provide the center with copies of the court papers indicating who has permission to pick up the child. The center may not deny a parent access to their child without proper documentation. If there is no written custody agreement through the court, either parent has access to the child and the child's records if the parent is listed on the birth certificate and has proper identification.

Transitioning

"Head Start programs should begin preparing children and families for leaving Head Start on their first day of enrollment" – Carolyn Mangrum

All staff will work together with your family when your child is preparing for a transition to a new classroom or teacher, or from Home Base to Center Base. We understand that this can be a major change in a family's life, and we will do all we can to support your child and your family through this process. For children in the Early Head Start program, transition activities will begin at age 2 ¹/₂ through the development of a transition plan. For preschool children, transition occurs when they enter the program/classroom for the first time and when they leave to go to public school or another center. To prepare for entry into kindergarten, we will read books, visit the school the child may be attending for public school, and invite kindergarten staff to our center.

Child Abuse Reporting

All staff members are MANDATED REPORTERS of suspected child abuse or neglect. If staff have suspicions that a child is being abused or neglected, they MUST make a report to the local children's services agency. The safety of children is our first concern.

Swimming Information and Water Safety

GLCAP will have written permission from the parent or guardian of a child before the child shall be permitted to swim or otherwise participate in water play activities in bodies of water two or more feet in depth. The written permission shall be signed and dated by the parent/guardian and kept on file for review. This permission shall include Child's name and birth date, statement indicating whether the child is a swimmer or non-swimmer, location of the swimming site, statement from the parent/guardian granting permission for the child to participate. GLCAP will have additional staff, if needed, to meet the required Adult/Child ratio. GLCAP will have the number of staff needed to meet the Adult/Child ratio and to adequately supervise the children.

Social and Emotional Development

One of the most important things we do in Early Childhood is work on Social Emotional development of children. Social Emotional Development is foundational for all children for kindergarten readiness and lifelong skills. Socially, children in preschool are learning how to play and how to get along with other children. Emotionally, children are learning about the big feelings they have, how to name those feelings and how to express their feelings appropriately. Both children and adults have physiological responses to feelings. For example, when we become angry, our heart rate increases and often we become red in the face. Our blood flow increases to our hands, preparing them to strike, shake, throw or hit the object of anger. (Bailey2011) Children in preschool are learning how to play, how to get along with other children, how to name their feelings and how to express their feelings. They also are learning with their bodies and how to use their bodies. Many times, they experiment with their bodies to get what they want. Examples of this may be a child hits or bites another child in order to get their way, or a toy, or to make another child leave them alone. The preschool years can be the most aggressive years during a child's development. This is why we spend so much time focusing on Social Emotional development. We will work on teaching Self-Regulation skills and Communication skills to help children express their wants, needs and emotions. We also teach children how to be assertive by telling other children how they want to be treated and teaching children empathy by recognizing that everyone makes mistakes.

GLCAP will not suspend, un-enroll or expel a child due to his/her behavior. Staff and parents will meet to develop a Behavior Plan if necessary.

We know that there will be acts of aggression in the classroom as children are learning and playing, these are not bullying acts. We do not see this aggression as something that needs to be punished. We do not suspend or expel children based on their behavior. We do know that when children are acting out that they need extra support. We have trained staff in our trauma-responsive social emotional curriculum, Conscious Discipline and have procedures in place to address these needs.

For more information about bullying and the importance of distinguishing bullying from normal aggression watch this video How to Make a Bully From Scratch.

<https://consciousdiscipline.com/videos/how-to-make-a-bully-from-scratch/>



Conscious Discipline

Conscious Discipline is used at all of our centers and classrooms and is a comprehensive self-regulation program that integrates social-emotional learning into classroom management.

➤ Founded on the research of Dr. Becky Bailey, a renowned author, professor, and one of the leading experts in the field of early childhood education and developmental psychology.

➤ One of the main concepts with Conscious Discipline is the belief that discipline is not something you do to a child, but rather it's what you instill in a child.

- To instill within a child the self-regulation skill and the willingness to follow appropriate behaviors, teachers and parents must make a conscious effort and be aware of their own emotions and behaviors.
- Conscious Discipline integrates classroom management with social-emotional learning, utilizing everyday events as the curriculum.
- Conscious Discipline empowers adults to consciously respond to daily conflict.
- Empowers teaching staff and parents to view behavior issues as an opportunity to teach critical life skills to children, rather than seeing children as bad and in need of being punished.
- Conscious Discipline is evidence-based, research-based, and was named as a national model for character education by the Florida State Legislature.

Conscious Discipline I Love You Rituals



As part of Conscious Discipline, we teach children to Self-Regulate. There is a 5-step process that we teach:

1. When a child is frustrated and needs help calming down, teaching staff will use positive intent language and remind the child that the safe place is a good place to go when frustrated. (I Am)
2. The teaching staff will help the child choose a calming technique (S.T.A.R., Balloon, Drain, Pretzel, or deep breathing). (I Calm)
3. The teaching staff will help them to choose the feeling they are having (use the Feelings Chart). (I Feel)
4. The teaching staff will give them a choice of something to do to calm down (draw, talk to someone, I Love You Ritual, read a book). (I Choose)
5. After the child is calm, he/she will be able to problem solve with the assistance of the teaching staff. (I Solve)

Teaching staff will send home the Handling Frustration: A Letter from School to Home to communicate with parents about what happened during the day. If you have any questions, please talk to your child's Teacher or Center Specialist.

All children display challenging behavior at some time appropriate to their development. When specific challenging behavior is ongoing or is hurtful to the child or others, a plan will be put into place by a team

including the parent. If the child has an IEP, the IEP Team will determine a plan. Parents are asked to help develop, implement and review the plan. The plan will be evaluated on a regular basis to determine effectiveness and adaptations that need to be made for the child. Possible need for further evaluation and treatment will be considered. This plan will be developed in consultation with the parents and staff and would be consistent with the requirements of Rule 5180:2-12-19 OAC.

Discipline Techniques: Appendix A to Rule 5180:2-12-19

Allowable Discipline Techniques

The following techniques or practices may be used by all childcare staff members and employees of a licensed childcare center as a means to guide or discipline children. Any technique or practice used shall be developmentally appropriate, consistent and shall occur at the time of the incident.

1. Setting clear limits.
2. Redirecting to an appropriate activity.
3. Showing positive alternatives.
4. Modeling the desired behavior.
5. Reinforcing appropriate behavior.
6. Encouraging children to control their own behavior, cooperate with others and solve problems by talking.

Prohibited Discipline Techniques

The following techniques or practices shall not be used by any childcare staff member or employee of a licensed childcare center as a means to control or discipline children:

1. Abuse, endanger or neglect of children, including shaking a baby.
2. Utilize cruel, harsh, unusual, or extreme techniques.
3. Utilize any form of corporal punishment.
4. Delegate children to manage or discipline other children.
5. Use physical restraints on a child.
6. Restrain a child by any means other than holding children for a short period of time, such as in a protective hug, so that the children may regain control.
 - o Prone restraint of a child is prohibited. Prone restraint is defined as all items or measures used to limit or control the movement or normal functioning of any portion, or all, of a child's body while the child is in a face-down position.

o Prone restraint includes physical or mechanical restraint.

7. Place children in a locked room or confine children in any enclosed area.
8. Confine children to equipment such as cribs or highchairs.
9. Humiliate, threaten, or frighten children.
3. Subject children to profane language or verbal abuse.
4. Make derogatory or sarcastic remarks about children or their families including but not limited to cultures, nationalities, race, religion, or beliefs.
5. Punish Children for failure to eat or sleep for toileting accidents.
6. Withhold any food (including snacks and treats), beverages or water, rest, or toilet use.
7. Punish an entire group of children due to the unacceptable behavior of one or a few.
8. Isolate and restrict children from any or all activities for an extended period of time.

Accidents and Emergencies

The center has several procedures to follow if an emergency occurs while a child is in the center's care. In the event of a fire, tornado or intruder, staff would follow the written instructions posted in each classroom, describing emergency evacuation routes, and the procedures to be followed to assure that children have arrived at the designated spot. To prepare children for the unlikely need to evacuate, the center does conduct monthly fire drills, monthly (March through September) tornado drills and quarterly intruder drills while children are present. Should we need to evacuate due to fire, weather conditions, loss of power, heat, or water to the center our emergency destination is as assigned per the Center Plan which is available from the Center Specialist. If the immediate area must be evacuated, we will evacuate as assigned per the Center Plan which is available from the Center Specialist. A sign will be posted in front of the center indicating that we have been evacuated and the location where you can pick up your child. If a parent cannot be reached, we will contact emergency contacts as listed on your child's Release of Child form.

In the unlikely event there would be an environmental threat or a threat of violence the staff will: secure the children in the safest possible location, contact and follow the directions given by the proper authorities, and contact the parents as soon as the situation allows. An incident report would also be provided to the parents.

There is always one staff member present that has received training in First Aid/Communicable Diseases and CPR. In the case of a minor accident/injury, the parents will receive notice. If a more serious injury/illness is life threatening, EMS will be contacted, parents will be notified, and a staff member will accompany the child to the hospital with all available health records. Children will be admitted to the program even if parents refuse to grant consent for emergency transportation.

An incident report will be completed, and given to the person picking up the child, on the day of the incident/injury, if any of the following occur: the child has an illness, accident, or injury which requires first aid; the child receives a bump or blow to the head; the child had to be transported by emergency squad; or an unusual or unexpected event occurs which jeopardizes the safety of the child. If a child requires emergency transportation, the report shall be available within twenty-four hours after the incident occurs. The center shall also contact licensing personnel from the appropriate ODJFS office within twenty-four hours when there is a “general emergency” or “serious incident, injury or illness.” The report will be provided to licensing staff within 24 hours of the incident.

Management of Illnesses

GLCAP provides children with a clean, healthy environment. However, we realize that children do become ill from time to time. If this is your child’s first group experience, it is possible that they may experience more frequent illnesses at the beginning of their experience before their immune system becomes more active. We observe all children as they enter the center/classroom to quickly assess their general health status. We ask that you do not bring a sick child to the center! A sick child will be sent home. Also, have a backup care plan in place for your child.

A child with any of the following symptoms will be immediately isolated with a childcare staff member away from the group and sent home to the parent or emergency contact. Likewise, this applies to families enrolled in the Home Base Option. If your child or any family members in the home are exhibiting any of the following symptoms, you need to contact your Home-base Coach and reschedule the home visit.

- a temperature of 100 degrees Fahrenheit
- diarrhea and/or vomiting two or more times in the same day
- any evidence of live lice, scabies, or other parasitic infestations
- severe coughing
- difficult or rapid breathing
- yellowish skin or eyes
- redness of the eye or eyelids, thick and purulent (pus) discharge, matted eyelashes, burning, itching, or eye pain
- untreated infected skin patches, unusual spots, or rashes
- unusually dark urine and/or gray or white stool
- stiff neck with an elevated temperature
- sore throat or difficulty in swallowing



When a Child is Exposed to a Communicable Disease

The center will send home a Health Alert Notice to all parents stating the communicable disease and its associated symptoms, precautions to take and



general information regarding the disease. This notice will also be posted at the center. The staff will watch all children who have been exposed to any known communicable disease to detect any additional cases as early as possible. During an outbreak of any vaccine-preventable diseases, the staff will promptly exclude children with an Exemption of Immunization form on file from the center for the duration of the outbreak. This action is necessary to protect children and staff that are under immunized.

Returning to the Center after an Illness

Call your Center Specialist when you think your child is ready to return to the center. The Center Specialist will discuss your child's condition with the Family Advocate to determine your child's return. In some cases, you may be asked to have a physician sign a release statement upon your child's return.

Decisions must be made on a case-by-case basis. Each child is different and will get better at a different rate than other children. GLCAP wants to ensure the health and safety of all children and staff. Make sure your child is well enough before sending them back to the center.

Important Practices



HANDWASHING remains the single most effective measure to prevent the spread of disease. Therefore, all children, all staff, and volunteers who will be working with the children must practice thorough hand washing, especially upon entering the center, after toileting, after wiping noses, and before handling or eating food.

SANITATION of contaminated objects and surfaces will be disinfected by using a bleach solution. All soiled surfaces should be cleaned with soap and water and then disinfected with the bleach solution. Dispensing the bleach solution in spray bottles is acceptable. Washable toys and other frequently contaminated objects will be cleaned at least weekly by immersing in the bleach solution, rinsing and drying thoroughly.

Staff Medical Training

All Early Childhood teaching staff attend First Aid, CPR, Blood Borne Pathogens, Child Abuse Prevention, and Common Childhood Disease training to learn to deal with medical emergencies and the signs and symptoms of illness. Most training is provided by GLCAP staff that are trained by an approved entity, AIR Child Care Solutions.

When a staff member is ill or has symptoms, they are to follow the same procedure as the children. A qualified substitute will be called in.

Emergency Medical Devices and Medications

The health and safety of children is our highest priority.

Children requiring emergency medications or medical devices (such as inhalers, epinephrine auto-injectors (EpiPens), seizure rescue medications, diabetic supplies, or other physician-prescribed emergency medical equipment) may attend the program when the following requirements are met:

- The medication or device is prescribed for the child.
- A completed medication authorization form signed by the child's health care provider and parent/guardian is on file.
- The medication or device is provided by the parent/guardian in its original labeled container and is not expired.
- The medication or device remains at the program whenever the child is in attendance unless otherwise specified in the child's health care plan.
- An Individualized Health Care Plan and Emergency Action Plan will be developed as needed in collaboration with the family and health care provider.
- Parents/guardians are responsible for replacing expired medications and notifying the program of any changes to the child's medical condition or treatment.
- Program staff designated to administer medications will receive appropriate training in accordance with applicable licensing regulations and agency policy.

Playground Safety and Outdoor Play

Research has shown that children stay healthier when they have daily outdoor play. Based on this information and state requirements, outdoor play will be included in our program daily. Children will have the opportunity to play in the shade. A parent must complete a signed written permission slip when requesting sunscreen be applied to their child. The sunscreen must be in a non-aerosol container. We will limit the amount of time outside when the temperatures are lower than 90° with the heat index and no colder than 25° with the wind chill. If the situation requires it, we will also adjust outdoor time due to rain, threatening weather, ozone warning, etc. On days that outdoor play is not provided due to these conditions, we will include time for indoor gross motor activities. Please send your children with the proper clothing so they may be comfortable and safe whenever we are outside. This includes snow pants, hats, mittens and boots in the wintertime.

Holiday Celebrations

Every family celebrates holidays differently. To be respectful of all families, GLCAP Early Childhood Programs will emphasize activities that encourage the acceptance of diversity, respect for others, self-concept and cultural identity. We will recognize and support the uniqueness of each child and family we serve. Celebrations will focus on providing opportunities for children to develop an appreciation for celebration while honoring cultural differences of families. GLCAP uses anti-bias strategies in our planning processes to foster acceptance of one another and to embrace all diversity. If you have specific questions regarding the celebration of holidays, see your Center Specialist.

Services for Children with Special Needs

It is the policy of the program to provide a complete preschool experience for all enrolled children. Children with special needs are encouraged to attend and participate in all program activities. It is a requirement that a minimum of 10% of children enrolled have IEPs. GLCAP works cooperatively with the public schools and other agencies to ensure that the services needed are provided. If an IEP/IFSP is developed, teaching staff will ensure all goals are embedded into the lesson plans and routines of the day. Specialized services may be provided by the school district or other agencies in our classrooms including but not limited to speech therapy, physical therapy, occupational therapy, behavioral planning, and special education services by an itinerant teacher. Joint placement with the school district special education preschool classroom is available for children with IEPs when appropriate.

The parent's role is active and very important in the total plan for each child's learning experience. If developmental or health screenings indicate a need for possible further evaluation, parent permission will be obtained to proceed with a referral to the school district. A team which includes parents, GLCAP staff, and public-school representatives will work together to see that the child's needs are met in the best possible way. The parent always has the final say in accepting services. Policies and procedures on Parent Rights and Due Process will be shared with all parents involved in the evaluation process. Any parent may request this information from the Inclusion Coordinator at the Jordan Family Development Center.

There are public laws which govern the provision of services to children with special needs. Please acquaint yourself with these laws and if you would like further information, you may contact the GLCAP Inclusion Coordinator or your local school district. *All children deserve a chance to learn and develop their abilities fully.* These laws help make that possible.



Public Law 94-142 (Passed in 1975)

This law requires all states to provide a “free, appropriate public education” to school age children who have a disability in the least restrictive environment.



Public Law 99-457 (Passed in 1986)

This law extends the rights given under P.L. 94-142 to all children ages 3 through 5 who have a disability.

This law also helps states set up early intervention programs for children from birth through age 2, who need special services

Public Law 105-17 IDEA (Passed in 1997)

This law enhances the rights of children with disabilities and their parents and included children who may be at risk for disabilities. It also stated that services for young children with disabilities should be educated in natural settings with their peers without disabilities.

Public Law 108-446 IDEA Improvement Act of 2004

In reauthorizing the IDEA, Congress increased the focus on accountability and improved outcomes by emphasizing reading, early intervention, and research-based instruction by requiring that special education teachers be highly qualified. The Individuals with Disabilities Education Act of 2004 has two primary purposes. The first purpose is to provide an education that meets a child's unique needs and prepares the child for further education, employment, and independent living. The second purpose is to protect the rights of both children with disabilities and their parents.

Diapering/Toileting Needs

GLCAP respects each child's individual growth and development; GLCAP will serve all children regardless of toileting needs. Only trained GLCAP staff will change a child's diaper or assist a child in the restroom. Proper ratio must be always maintained in the classroom. Diaper changing will be conducted in a safe, sanitary, and respectable manner. Program staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility. Diapers will be checked and changed every two hours, when children awaken, and when wet or soiled. Staff will also keep positive and nurturing interactions and connections with the children during the diapering process.

Guidelines for Adults

Picture Taking and Social Media

Parents enjoy taking pictures of their children! However, GLCAP must monitor the pictures taken at all of our events. If you are taking a picture of your child, please ensure that only your child and/or family members are in the picture. GLCAP must have permission to take children's pictures and other parents do not have the right to take pictures of children and/or family members other their own. As well, parents do not have the right to post pictures on any social media site of persons other than their children and/or family members. Your child's center has a Private Facebook Group that you may join. Staff will share occasional pictures of activities at the center along with information on resources which will benefit your family. We request that parents use discretion when posting to the center Facebook group and GLCAP has the right to delete information that is not appropriate to the group.

Guidelines for the Staff & Volunteers

1. Space is organized into functional areas. Space, light, ventilation, and other arrangements are consistent with the health, safety, and developmental needs of the children.
2. Cleaning supplies and potentially dangerous materials are stored in a locked closet out of the reach of children and stored away from food. Straight pins, thumb tacks and safety pins should be kept out of a child's reach.
3. Spray aerosols including shaving cream shall **not** be used anytime when children are present at the center.
4. Approved, working fire extinguishers (adults are responsible to locate and properly operate fire extinguishers).
5. Fire and tornado drills will be held monthly, and intruder drills will be held quarterly at varying times and a record of these will be maintained at the center.
6. The fire emergency and weather alert plans are posted in each classroom, or any room used by the center, as well as emergency numbers.
7. No child is to be left alone or unsupervised. Staff will always be in a position to supervise children.
8. Staff will be at the door to greet children as they arrive. Staff will take children to greet their parents at the end of the day.
9. Each center will always have immediate access to a working telephone within the building used for childcare.
10. Children will be released to legal guardian **ONLY**, unless a Release of Child Form is completed.
11. A first aid kit will be available to take on all field trips as well as one in each classroom. One person trained in First Aid, Common Childhood Illness, Child Abuse and CPR will be available on each field trip and special outing.

12. Indoor and outdoor areas are kept clean and free of undesirable or hazardous materials and conditions each day.
13. Check equipment to ensure it is in good condition.
14. An incident report will be completed when an accident or injury occurs.
- 15. The administrator and each employee are required to immediately notify the local public children services agency when they suspect that a child has been abused or neglected.**
16. No smoking or vaping are allowed on the center premises.
17. No deadly, dangerous weapons are allowed on the premises of a childcare center.
18. Each center will have onsite space for mothers to breastfeed and/or pump breastmilk. See the Center Specialist for each center's designated space.

Guidelines for Special Outing and Routine Field Trips

1. GLCAP Centers take walking field trips only.
2. Identification will be attached to all children with the Center's name, address, and phone number.
3. Staff will record attendance before leaving the center, periodically throughout the field trip, and prior to leaving the field trip location. Staff will verbally communicate the numbers of children present to all staff at each count. Staff will secure signed parental permission slips for all program children attending all Field Trips.

Child Guidance & Management for the Staff & Volunteers

- A. Staff responsibility:** The teaching staff assigned to supervise a child or group of children shall be responsible for their guidance and management.
- B. As children are learning to manage their emotions, there may be times of frustration.**
1. When a child is frustrated and needs help calming down, teaching staff will use positive intent language and remind the child that the safe place is a helpful place to go.
 2. The teaching staff will help the child choose a calming technique (S.T.A.R., Balloon, Drain or Pretzel).
 3. The teaching staff will help them to choose the feeling they are having (use the Feelings Chart).
 4. The teaching staff will give them a choice of something to do to calm down (draw, talk to someone, I Love You Ritual, read a book).
 5. After the child is calm, he/she will be able to problem solve with the assistance of the teaching staff.

Teaching staff will send home the Handling Frustration: A Letter from School to Home to communicate with parents about what happened during the day. If you have any questions, please talk to your child's Teacher or Center Specialist.

All children display challenging behavior at some time appropriate to their development. When specific challenging behavior is ongoing or is hurtful to the child or others, a plan will be put into place by a team including the parent. If the child has an IEP, the IEP Team will determine a plan. Parents are asked to help develop, implement and review the plan. The plan will be evaluated on a regular basis to determine effectiveness and adaptations that need to be made for the child. Possible need for further evaluation and treatment will be considered. This plan will be developed in consultation with the parents and staff and would be consistent with the requirements of Rule 5101:2-12-19 OAC.

Parent/Community Grievance Procedure

The GLCAP Early Childhood Program always strives for open communication between staff, volunteers, parents and community people. However, if a complaint or disagreement arises, we will do our best to resolve problems by using the following procedure:

Step 1



- A. Discuss the concern with your child's Teacher, Home-base Coach or Center Specialist.
- B. Explain your concerns as clearly as possible with a request of some action to be taken to resolve the issue.
- C. If you are not satisfied with the response, put your concern in writing. List as many facts as you can and request a response.

Step 2 A. Submit this written concern to your Center Specialist. Wait for a reasonable time (5 working days) for a satisfactory response.

B. If you do not find the response to be satisfactory, proceed to Step 3.

Step 3 A. Send your written concern, with the date that you submitted it to the Center Specialist to the PFCE Coordinator and all facts available to the:

PFCE Coordinator, P.O. Box 590, Fremont, Ohio 43420. Be sure to include your name, address, and phone number.

B. The PFCE Coordinator will respond within a reasonable time frame (5 working days).

C. If you do not find the response to be satisfactory, proceed to Step 4.

Step 4 A. Send your written concern, with the date that you submitted it to the PFCE Coordinator and all facts available to:

The Child Development Director, PO Box 590 Fremont, Ohio 43420. Be sure to include your name, address, and phone number.

B. The Child Development Director will respond within a reasonable time frame (5 working days).

C. If you do not find the response to be satisfactory, proceed to Step 5

Step 5 A. Send your written concern, with the date that you submitted it to the Child Development Director, and all facts available to:

The President/Chief Executive Officer of the GLCAP Community Action Commission, P.O. Box 590, Fremont, Ohio 43420.

B. The President/CEO will respond within a reasonable time frame (5 working days). The response will indicate a date and time for a conference.

C. This grievance procedure's highest level of appeal is to the President/CEO.

In addition, any person who may wish to report a suspected violation by one of our centers may contact the Department of Job and Family Services by calling: 1 -866-635-3748.

Services to Children and Families

Families as Partners in Learning

At GLCAP, we believe you are your child's first and most important teacher. That's why we work closely with families by sharing ideas, listening, and learning together.

We see children as curious, capable learners. Teachers support them by observing, asking questions, and encouraging problem-solving through play and discovery.

Your child's growth, social, emotional, physical, and intellectual, is supported through hands-on experiences that build confidence, creativity, and strong relationships.

To better support your child, we use developmental screenings and ongoing assessments, working with you to understand their strengths, interests, and needs.

Together, we create a joyful, respectful environment that nurtures school readiness and a love of learning that lasts a lifetime.

How Children Learn at GLCAP

At GLCAP, we believe that every child learns and grows in their own unique way. That's why we focus on creating a caring, engaging, and hands-on environment where learning feels meaningful and joyful.

We know children learn best when families, teachers, and caring adults work together to support them. This partnership helps build the consistency and trust children need to thrive.

Our main goal is to help children become curious, confident, and enthusiastic learners not just for preschool, but for life. We encourage them to explore, ask questions, try new things, and think for themselves. The Creative Curriculum helps guide this learning through play, discovery, and relationships.

By supporting children in a way that fits their pace and interests, we help them build strong skills, a positive self-image, and a lifelong love of learning.

Developmental Screenings:

All children are required to have developmental screenings completed prior to or within 45 days of enrollment. GLCAP uses the ASQ 3 and ASQ:SE-2 screening tools.

The ASQ-3 is a set of questionnaires about children's development. The ASQ-3 can help identify your child's strengths as well as any areas where your child may need support. The ASQ:SE-2 is a set of questionnaires about behavior and social-emotional development in young children. As a parent or caregiver, you are the best source of information about your child. That's why ASQ-3 and ASQ:SE-2 questionnaires are designed to be filled out by you. Parents will receive an email, QR code or link to the screening tools.

Your completion of the screening tools is an important way of partnering with your child's teacher. Together, you and your child's teacher will set goals for your child to work on during the school year. Teachers will use the results of the screening tools to initially plan activities for your child.

Teachers trained to administer the screening and assessment tools:

GLCAP staff receive training on the ASQ-3 and ASQ:SE-2 developmental screening tools by trained staff who have been approved by the ASQ-3 and ASQ:SE-2 developers. All Teaching staff complete online training through Teaching Strategies GOLD that instructs Teachers how to complete, score and interpret the Teaching Strategies GOLD ongoing assessment data.

What to Wear

The children will be active and involved in many activities which can be messy – such as painting. There will be outdoor activities also. Therefore, please send your child in play clothes which are comfortable and with outer clothes which are suitable for the weather.

Toys from Home

We ask you not to let your child bring toys from home unless you have discussed it with the teacher. However, from time to time it may be a good experience for your child to bring in an item such as a rock, a pretty feather, or a colorful leaf. This will give the child a chance to talk about something in front of the other children and that's another step towards self-confidence.

Home Visits

Home visits are special times that are set aside for a parent and child to meet with a teacher or staff person in their own home. The home visit is an excellent time to ask a lot of questions about how

your child is doing and what you can do to help. The goal of the home visit is to promote the parent skills as their child's prime educator.

Parent Teacher Conferences: A Time to Connect and Celebrate Growth

We believe that strong partnerships between families and educators are key to a child's success. That's why we hold Parent-Teacher Conferences at least twice each year—to provide a dedicated time for families and teachers (or Home-Based Coaches) to connect, share insights, and celebrate your child's growth.

These meetings offer a valuable opportunity to:

- Learn more about your child's progress, interests, and development
- Ask questions and share observations from home
- Set meaningful goals together
- Strengthen the connection between school and home

We welcome and encourage families to request additional conferences at any time. Your voice and perspective are essential in supporting your child's learning journey—and we're here to listen, collaborate, and grow together.

Special Information for the Home-based Option

The Home Base Option encourages parents and the Home-based Coach to work as a team. Parents and Home-based Coaches will schedule weekly home visits that last 90 minutes, 1 day a week. Parents and Home-based Coaches will work together to discuss the skills and tasks your child needs to support their development. Parents' ideas and input will be very valuable and necessary to



the Home-based Coach because you know your child better than anyone else. You are your child's first teacher. Parents have the opportunity to work with a Home-based Coach to plan activities in the Growing Great Kids Curriculum that the Home-Based Program utilizes. Parents will have the opportunity to learn and practice new parenting skills through our Growing Great Kids Curriculum. In the GGK Curriculum, Parents are provided with age-appropriate activities, milestone charts, education on

child development, and parenting skills.

Sometimes parents feel concerned because they have not had any special training to be a teacher and they are afraid that they will not be effective. However, we know from our experience with parents who have been in the program that parents are excellent teachers! Your child will be very pleased that you think they are important enough to you that you set aside special time just to work and learn together. The payoffs from spending educational time and fun with your children will all be an important factor in who your child becomes.

Families are invited to participate in Play Groups twice per month. Play Groups can be held at the center, library, public park, etc. Lunch is provided to the entire family during this time. Age-appropriate

activities will be planned by your county's Home-based Coach and Parents are provided with an opportunity for socialization with other children and parents in the Home-Based program. Play Groups allow children and parents to socialize and learn valuable skills while playing and learning!

Children are naturally curious, and they want to learn all about themselves and people, places, and things in their environment. Parents can help spark curiosity and make learning a fun process by talking with their child and listening when they have something to share with you.

Suggestions for successful home visits:

1. Be home at the scheduled time! It is often difficult to reschedule your appointment once it is missed. Call the Home-based Coach whenever possible if your child is ill or you cannot be at home.
2. Have the child dressed, fed and looking forward to having the Home-based Coach arrive. Tip: It's important to discuss with your child who will be there in the home working with you. This will help them remember who your Home-based Coach is and put a name to his/her face.
3. Turn off the radio, T.V. or things that might distract the child during the lessons.
4. Discourage friends and guests from being present during your home visit time. They may distract you and your child and cause unnecessary pressure on the child to "perform" well.
5. Have a special place (i.e. the living room floor) cleared where we can work.
6. Participate whenever possible in the lesson plan and comment on the lesson whenever possible. Parents are very important during the decision-making process of lesson plans.
7. Remember, the home visit is a very important aspect of our program. With your enthusiasm and cooperation, you and your child can learn and grow together!

Health Services



GLCAP recognizes that any child in poor health can never function in any way as well as a completely healthy child. Therefore, all children receive comprehensive health services which include up to date immunizations, a physical exam, nutrition assessment, a dental exam, developmental, hearing and vision screenings.

Parents have the responsibility to schedule physical and dental exam appointments. The **physical exam** must be completed in the child's **first 30 days** in the program. The physical exam must include an undress exam, height, weight, blood pressure, lead, and hemoglobin or hematocrit. The **dental exam** must be completed in the child's **first 90 days** in the program, which includes prophylaxis (cleaning) and a fluoride application. If you are having difficulty in scheduling these appointments, please contact your Family Advocate for assistance.

The program ensures that vision, hearing and developmental screenings are completed prior to or within the first 45 days. Parents are given the results of these screenings and are notified if further evaluation is needed. Staff will assist parents in making arrangements for these referrals.

The staff within the Health Services Component includes a Health and Nutrition Coordinator, Health Specialist, Health Advocates, Family Advocates, and Center Specialist. They work with local health departments and health professionals to ensure a comprehensive health program for your child.

If it becomes necessary for your child to take medication during the hours your child is at the center and you wish to have the trained staff administer the medication, check with your Center Specialist about the procedure you are to follow.

During the day in the center, good hygiene and good health habits are stressed by the staff. If these habits, such as washing hands after using the restroom and brushing teeth after meals are continued at home, the child really benefits.

During the year volunteers are needed in the classroom to help children learn these health habits. Training is provided for all volunteers before they work with the children.

Immunizations

Your child **must** have received or be in the process of receiving the following vaccines: DTP, IPV, MMR, HIB, HepB, Varicella, Hep A, Pneumococcal conjugate (PVC13), Rotavirus (ages 2 mo. – 6 mo.) and annual Influenza **before** entering the classroom. These immunization requirements may be waived upon request for exemption by the parent for good cause or religious reasons and by a physician for a medical reason. The signed STATE OF OHIO LEGAL IMMUNIZATION EXEMPTION form is kept on file at the center and must be updated annually.

Health Record

Health records are kept for each child which contain: a health history, immunizations, the physical exam, dental exam, screenings and any referral outcomes. With your signed permission, we will forward your child's health information to the school where your child will attend kindergarten.



Dental Exams and Dental Treatment

Healthy teeth are important to your child's overall health. From the time your child is born, there are things you can do to promote healthy teeth and prevent cavities. For babies, you should clean their teeth with a soft, clean cloth or baby's toothbrush. Avoid putting the baby to bed with a bottle and check teeth regularly for spots or stains.

For all children, you should

- Start using a pea-sized amount of fluoride toothpaste when they are two years old. You might start sooner if a dentist or doctor suggests it.
- Provide healthy foods and limit sweet snacks and drinks.

- Schedule regular dental check-ups

Forming good habits at a young age can help your child have healthy teeth for life.

Severe Early Childhood Cavities (ECC) causes pain and infection. Some children learn to live with this pain day in and day out. ECC results in increased missed school days and an inability to concentrate at school. Pain also affects a child's sleep and nutrition, resulting in poor overall health and well-being. ECC can even result in poor self-esteem and a reluctance to smile. The primary teeth are important for eating, holding space for the permanent teeth, talking, and smiling.

Dental caries is a preventable, infectious, transmissible disease caused by mutans streptococci, lactobacilli, and other acid-producing bacteria. The bacteria that cause tooth decay are fueled by sweet foods and drinks and other fermentable carbohydrates like white crackers.

Traditional dental treatment alone does not stop these bacteria. Treatment of Head Start children must be accompanied by use of topical fluorides, sealants, and other interventions to prevent future dental decay in the permanent teeth.

No child can be truly healthy if he or she has poor oral health.

Nutrition Services

Meal Service

The children eat family style, passing the food to each other and to the adults who eat with them. They are encouraged to try all foods, including those that are new to them or those they think they will not like. We serve foods high in nutrients and low in fat, sodium, and sugar. We also introduce a variety of cultural and ethnic foods. The children take turns setting the table and clearing their own places.

They will learn these skills and enjoy the responsibility. Children and adults eat the same food and engage in pleasant conversation. Staff and parent volunteers are expected to be good role models at mealtimes by using appropriate table manners and talking positively about the food with the children.

GLCAP uses an open snack experience. An open snack experience allows children the opportunity to eat when they are hungry. The open snack system allows children to eat during free choice which can be offered as a center (play area) opportunity. All children will be encouraged to participate in this play area. There will be 2 hours between snack and lunch.

Classroom Cooking Experience

Teachers give children and parents the opportunity to prepare healthy snacks as part of the nutrition education program. The Classroom Cooking Experience will be added to the classroom calendar. Parents are welcomed and encouraged to participate.



Food Allergy/Special Diet

If your child has a food allergy or is on a special diet, a written report from your doctor will be necessary before we can alter or limit the prepared menus. This information is posted in the kitchen and carefully observed.

Food Service Requirement

All staff who handle food have had training in Serve Safe and have had a physical. In addition, we cannot allow volunteers in the kitchen, without prior approval.

Special Policies for Nutrition

1. Do not send snacks from home, only approved snack menus are served.
2. Do not send birthday treats. The monthly celebrants will have an opportunity to engage with their peers as they celebrate their special day.
3. Potlucks or treats brought from home during regular sessions of children are not allowed. Potlucks are allowed for parent meetings outside of regular classroom hours. Staff are permitted to have potlucks and/or bring in treats when children are not scheduled in the center.
4. Bake sales are not permitted under any circumstances.

Administering Medication and Special Diets

If it is necessary for your child to take medication, food supplements, or use particular wipes or ointment during the hours he or she is at the center, and you wish the staff to administer medication, a form must be completed by you and your doctor. If your child has a disability and needs medication related to the disability, staff will administer the medication with the appropriate forms filled out and training completed as required by licensing regulations. **Check with your Center Specialist about this procedure.** If your child requires a special diet which eliminates one of the four food groups or alters the amount of food to be served to meet one-third daily dietary allowance, written instructions signed by your physician **must be on file** at the center.

Child and Adult Food Care Program Non-Discrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, religious creed, disability, age, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: [How to File a Complaint](#), 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; or
- (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

Menus

The Nutrition Specialist plans the cycle menus based on the USDA Meal Patterns for the Child and Adult Care Food Program.

<u>Breakfast</u>	<u>AGE :1 AND 2</u>	<u>3 THRU 5</u>
Fluid Milk	1/2 cup	3/4 cup
Fruit and/or Vegetable	1/4 cup	1/2 cup
Grains/Bread or	1/2 oz eq	1/2 oz eq
Cereal	1/4 cup	1/4 cup
<u>A.M./P.M. SNACK:</u>	<u>(Two of the following four components)</u>	
Fluid Milk	1/2 cup	1/2 cup
Fruit or Vegetable	1/2 cup	1/2 cup
Meat or Meat Alternate	1/2 oz	1/2 oz
Grains/Bread	1/2 oz eq	1/2 oz eq
<u>LUNCH</u>	<u>AGE: 1 and 2</u>	<u>3 THRU 5</u>
Fluid Milk	1/2 cup	3/4 cup
Meat or Poultry or Fish or Alternate like Egg, Cheese, etc.	1 oz	1 1/2 oz
Vegetables and Fruit	1/4 cup total	1/2 cup total
Grains/Breads	1/2 oz eq	1/2 oz eq

Infant Menu

Feeding is guided by the infant's needs, responding to hunger cues rather than a strict timetable. Infants begin with an iron-fortified formula and, as they grow and develop, are gradually introduced to baby food, cereal, and eventually table food. GLCAP follows the parents' timeline and only introduces food that has been introduced at home.

Infants	Birth through 5 months	6 through 11 months
Breakfast, Lunch, or Supper	4-6 fluid ounces breast milk ¹ or formula ²	6-8 fluid ounces breast milk ¹ or formula; ² and 0-½ ounce equivalent infant cereal; ^{2,3} or 0-4 tablespoons: meat, fish, poultry, whole egg, cooked dry beans, peas, and lentils; or 0-2 ounces of cheese; or 0-4 ounces (volume) of cottage cheese; or 0-4 ounces or ½ cup of yogurt; ⁴ or a combination of the above; ⁵ and 0-2 tablespoons vegetable or fruit, or a combination of both. ^{5,6}
Snack	4-6 fluid ounces breast milk ¹ or formula ²	2-4 fluid ounces breast milk ¹ or formula; ² and 0-½ ounce equivalent bread; ^{3,7} or 0-¼ ounce equivalent crackers; ^{3,7} or 0-½ ounce equivalent infant cereal; ^{2,3} or 0-¼ ounce equivalent ready-to-eat breakfast cereal; ^{3,5,7,8} and 0-2 tablespoons vegetable or fruit, or a combination of both. ^{5,6}

¹ Breast milk or formula, or portions of both, must be served; however, it is recommended that breast milk be served from birth through 11 months. For some breastfed infants who regularly consume less than the minimum amount of breast milk per feeding, a serving of less than the minimum amount of breast milk may be offered, with additional breast milk offered at a later time if the infant will consume more.

² Infant formula and dry infant cereal must be iron-fortified.

³ Information on crediting grain items may be found in FNS guidance.

⁴ Through Sept. 30, 2025, yogurt must contain no more than 23 grams of total sugars per 6 ounces. By Oct. 1, 2025, yogurt must contain no more than 12 grams of added sugars per 6 ounces (2 grams of added sugars per ounce).

⁵ A serving of this component is required when the infant is developmentally ready to accept it.

⁶ Fruit and vegetable juices must not be served.

⁷ A serving of grains must be whole grain-rich, enriched meal, enriched flour, bran, or germ.

⁸ Through Sept. 30, 2025, breakfast cereals must contain no more than 6 grams of total sugars per dry ounce. By Oct. 1, 2025, breakfast cereals must contain no more than 6 grams of added sugars per dry ounce.

Parent Engagement

GLCAP believes that *you*, as a parent, are *the* most important influence in your child's education and development. One of Head Start's goals is to support you in this role. We make information, experiences, and other resources available throughout the year that can make your job a little easier. Parent involvement in every part of the program is necessary to ensure the most benefit for Head Start/Early Head Start children.

You will have many opportunities for several kinds of direct involvement:

- In decision-making for planning and operating the program.
- Participate in planning and organizing family fun events.
- Build leadership skills by being a parent facilitator in a parent-led Parent Café.
- Volunteer in the classroom
- Participate in home visits.

Head Start is one of the few programs that ask people receiving services to be involved in designing *how* those services will be delivered.

Parent Committees/Parent Meetings/Family Fun Events/Parent Cafes

In every home base caseload/classroom/center *all* parents are members of a Parent Committee. The Parent Committee provides you with the opportunity to be involved in planning *your* child's program, decision-making, and other activities of your choice. Parent Committees are run by and for parents! Parent training will occur at Parent Meetings. GLCAP ensures that each center has a Family Fun Event quarterly that incorporates the Parent Committee, Parent Meeting and Parent Cafe into one event. GLCAP is hopeful that each parent can attend a Family Fun Event sometime throughout the program year. We hope to see you at the Family Fun Event!

Policy Council in the GLCAP Counties and Policy Committee in Lucas County

Parents participate in policy making and the operation of the *whole* Early Head Start and Head Start program by being members of the Policy Council/Committee. One representative from each center is elected by the parents to the Policy Council/Committee. These representatives will take ideas with them from all parents and, in turn, keep those parents informed of decisions made at the Policy Council/Committee meetings. Policy Council/Committee members help plan and develop program goals; decide ways of enrolling Head Start families; and approve various policies, hiring and firing decisions, and the budget. They also evaluate the program each year. Part of your role as a Policy Council/Committee member is to attend and help to run these meetings and encourage parent involvement at the center level.

The Policy Council/Committee receives support from the program by receiving training from Head Start so they can understand the program and changes within it. Whether or not you are a representative, all parents have an open invitation to attend Policy Council/Committee meetings.

In-kind Donations

Contributions as In-Kind

Time and donations also add up to money. The Federal government requires each Head Start program to provide 20 percent of its total grant in contributions from parents and the community. These are called In-Kind.

How does this translate into money? For every hour donated in time, GLCAP earns an hourly amount towards our In-kind Goals.

While volunteering, attending Head Start activities, or donating materials, parents are making contributions, or "In-Kind." Teachers and staff in each classroom and in the Central Office will have forms for parents to record their contributions. Policy Council representatives can assist their Family Service Staff in coordinating and documenting volunteer activities.

By volunteering and donating services, parents and community volunteers show the government that the Head Start program has local support.

The Head Start Parent, Family, and Community Engagement Framework/Outcomes

Parent and family engagement in Head Start/Early Head Start (HS/EHS) is about building relationships with families that support family well-being, strong relationships between parents and their children, and ongoing learning and development for both parents and children. The Parent, Family, and Community Engagement (PFCE) Framework is a road map for progress in achieving the kinds of outcomes that lead to positive and enduring change for children and families. The PFCE Framework was developed in partnership with programs, families, experts, and the National Center on Parent, Family, and Community Engagement. It is a research-based approach to program change that shows how an agency can work together as a whole—across systems and service areas— to promote parent and family engagement and children’s learning and development.

Head Start Parent and Family Engagement Framework/Outcomes

1. FAMILY WELL-BEING	Parents and families are safe, healthy, and have increased financial security.
2. POSITIVE PARENT-CHILD RELATIONSHIPS	Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child’s learning and development.
3. FAMILIES AS LIFELONG EDUCATORS	Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.
4. FAMILIES AS LEARNERS	Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.
5. FAMILY ENGAGEMENT IN TRANSITIONS	Parents and families support and advocate for their child’s learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to kindergarten through elementary school.
6. FAMILY CONNECTIONS TO PEERS AND COMMUNITY	Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social wellbeing and community life.
7. FAMILIES AS ADVOCATES AND LEADERS	Parents and families participate in leadership development, decision making, program policy development, or in community and state organizing activities to improve children’s development and learning experiences.

Social Services/Family Services

GLCAP encourages each family to build on their own individual strengths and to learn how to meet their own needs. Staff will help your family complete the Family Partnership Agreement (FPA). The FPA will help you identify your family's strengths and assist you in setting goals for your future. You will be offered continued support to meet your goal during your regular contact with the teaching or family services staff.

The Staff will:

- Partner with the family to identify the needs of the family and assist the family in finding a community resource to help meet those needs.
- Furnish information about available community services and how families use them.
- Provide assistance with adult education: GED and college information.
- Serve as an advocate or spokesperson for GLCAP families.
- Provide emergency assistance or crisis intervention referrals.

Information and Referral Hotlines:

Wood County – Call 211

Sandusky County – First Call for Help, 419-334-2720 or 1-800-593-9444

Ottawa County – Call 211

Seneca County – Call 211

Lucas County – Call 211

Tell your teacher, home-based coach or family Advocate if your family needs help.

School Readiness Goals

GLCAP has adopted a set of School Readiness Goals. If you would like a copy of GLCAP's School

Readiness Plan, contact your Center Specialist or Home-Based Coach.

Child Records - Parental rights Procedure for GLCAP Early Childhood Program



a) Inspect record.

(1) A parent has the right to inspect [child records](#).

(2) If the parent requests to inspect child records, GLCAP must make the child records available within a reasonable time, but no more than 45 days after receipt of request.

(3) If GLCAP maintains child records that contain information on more than one child, the program must ensure the parent only inspects information that pertains to the parent's child.

(4) GLCAP shall not destroy a child record with an outstanding request to inspect and review the record under this section.

(b) Amend record.

(1) A parent has the right to ask GLCAP to amend information in the child record that the parent believes is inaccurate, misleading, or violates the child's privacy.

(2) GLCAP must consider the parent's request and, if the request is denied, render a written decision to the parent within a reasonable time that informs the parent of the right to a hearing.

(c) Hearing.

(1) If the parent requests a hearing to challenge information in the child record, GLCAP must schedule a hearing within a reasonable time, notify the parent, in advance, about the hearing, and ensure the person who conducts the hearing does not have a direct interest in its outcome.

(2) GLCAP must ensure the hearing affords the parent a full and fair opportunity to present evidence relevant to the issues.

(3) If GLCAP determines from evidence presented at the hearing that the information in the child records is inaccurate, misleading, or violates the child's privacy, GLCAP must either amend or remove the information and notify the parent in writing.

(4) If GLCAP determines from evidence presented at the hearing that information in the child records is accurate, does not mislead, or otherwise does not violate the child's privacy, the program must inform the parent of the right to place a statement in the child records that either comments on the contested information or that states why the parent disagrees with the program's decision, or both.

(d) Right to copy of record.

GLCAP must provide a parent, free of charge, an initial copy of child records disclosed to third parties with parental consent and, upon parent request, an initial copy of child records disclosed to third parties, unless the [disclosure](#) was for a court that ordered neither the subpoena, its contents, nor the information furnished in response be disclosed.

(e) Right to inspect written agreements.

A parent has the right to review any written agreements with third parties.

Appendix C to rule 5101:2-12-07

Center Parent Information Required by Ohio Administrative Code

The center is licensed to operate legally by the Ohio Department of Children and Youth. This license is posted in a noticeable place for review.

A toll-free telephone number is listed on the center's license and may be used to report a suspected violation of the licensing law or administrative rules. The licensing rules governing childcare are available for review at the center.

The administrator and each employee of the center is required, under Section 2151.421 of the Ohio Revised Code, to report their suspicions of child abuse or child neglect to the local public children's services agency.

Any parent of a child enrolled in the center shall be permitted unlimited access to the center during all hours of operation for the purpose of contacting their children, evaluating the care provided by the center or evaluating the premises. Upon entering the premises, the parent, or guardian shall notify the Administrator of his/her presence.

The administrator's hours of availability and child/staff ratios are posted in a noticeable place in the center for review.

The licensing record, including licensing inspection reports, complaint investigation reports, and evaluation forms from the building and fire departments, is available for review upon written request from the ODJFS. Inspections are also online at <http://childcaresearch.ohio.gov/>. Parents may search for a specific program and sign up to be notified when the program's latest inspection is posted online.

It is unlawful for the center to discriminate in the enrollment of children upon the basis of race, color, religion, sex or national origin or disability in violation of the Americans with Disabilities Act of 1990, 104 Stat. 32, 42 U.S.C. 12101 et seq. To file a discrimination complaint, write or call the Office of Head Start (OHS) or ODJFS. OHS and ODJFS are equal opportunity providers and employers.

Write or Call:
Office Of Head Start
Midwest Region
Latrice Davis, Regional Program Manager
601 E. 12th Street, Room 349
Kansas City, MO 64106-2818
Phone: (816) 426-3981

Write or Call:
ODJFS
Bureau of Civil Rights
30 E. Broad St., 37th Floor
Columbus, OH 43215-3414
(614) 644-2703

For more information about childcare licensing requirements as well as how to apply for childcare assistance, Medicaid health screenings and early intervention services for your child, please visit <http://jfs.ohio.gov/cdc/families.stm>

GLCAP Early Childhood Program and Lucas County Early Head Start/Head Start at GLCAP

Center List/Important Phone Numbers

Visit our website at www.glcap.org

Wood County	Sandusky County	Ottawa County	Seneca County	
Office/Center: Jordan Family Development Center 812 North College Drive Bowling Green, Ohio 43402 419-353-7407 Fax: 419-353-1100 Serves all of Wood County for the Home Base Option	Office/Center: Stricker Family Development Center 765 S. Buchanan Street Fremont, Ohio 43420 419-334-8511 Fax: 419-332-7966 Serves all of Sandusky County for the Home Base Option and offers preschool full day child care and/or infant/toddler full day child care on site	Office/Center: Port Clinton Center/Office 1846 E. Perry St. Port Clinton, OH 43452 419-734-1452 Fax: 419-734-0562 Serves all of Ottawa County for the Home Base Option	Office/Center: Fostoria Center/Office 801 Kirk Street Fostoria, Ohio 44830 419-435-4883 Fax: 419-435-6596 Serves all of Seneca County for the Home Base Option	
Perrysburg and Rossford School Districts and surrounding area Lutheran Church of the Master 28744 Simmons Road Perrysburg, OH 43551 419-874-4644 Fax: 419-872-5046		Genoa School District and surrounding area Brunner Campus 1224 West Street Genoa, OH 43430 419-855-3931 Fax: 419-855-2061	Tiffin GLCAP Early Childhood Center 182 St. Francis Ave Tiffin, Ohio 44883 567-220-7003 Fax: 567-268-9241 Serves all of Seneca County for the Home Base Option	
				For further information, contact the center in your community or the GLCAP Headquarters in Fremont, Ohio. GLCAP Early Childhood Program 127 S. Front St. P.O. Box 590 Fremont, Ohio 43420 419-334-8911 or 1-800-775-9767 Fax: 419-334-8919 Visit us at www.glcap.org! or Facebook: GLCAP Community Action Partnership or Twitter: @GLCAPCAC
Lucas County				
Lucas County Early Head Start and Head Start at GLCAP 1946 N 13th St., Suite 348 Toledo OH 43604 Phone: 419-729-8035 Fax: 419-729-8038				
GLCAP Bancroft Center 6701 West Bancroft Toledo, Ohio 43615 Phone: 419-841-4116 Fax: 419-841-4169				
GLCAP Sylvania Center 7240 Erie Street. Sylvania, Ohio 43560 Phone: 419-824-8751 Fax: 419-824-8750				



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To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410 or call (800) 7953272 (voice) or (202) 7206382 (TTY). USDA is an equal opportunity provider and employer.

This institution is an equal opportunity provider.

Healthy Ohio
the State of Ohio



The mission of the WIC program is to improve the health status and prevent health problems among Ohio's at-risk women, infants and children.

Visit the Web site: www.ohio.gov/odh

Good nutrition today means a stronger tomorrow!

Building for the Future with CACFP



This Child Care Program receives support from the Child and Adult Care Food Program to serve healthy meals to your children.

Meals served here must meet USDA's nutrition standards.

Questions? Concerns?

***Sponsoring Agency:** GLCAP, PO Box 590, Fremont, Ohio 43420*

Phone: 419-334-8911

***State Agency:** CACFP Program Specialist, 25 S. Front Street, MS 303, Columbus, OH 43215-4183, Phone: 614-466-2945*

Learn more about CACFP at USDA's website:

<https://www.fns.usda.gov/>

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United States Department of Agriculture

Food and Nutrition Service FNS-317

November 2019

GLCAP Early Childhood Program and

Lucas County Head Start

Screening Information for Parents

We want to learn all we can as quickly as we can about your child. To help us we will do these screening activities that have been done by your Health Care Provider. You can help your child feel more comfortable during these screenings by talking about how the activities will be done.

Growth Assessment - We will use a scale to weigh and a wall tape to measure the height of your child twice a year.

Vision Screening — Checks how well your child sees at a distance & how well the muscles work together to move and focus. Visual Acuity is performed with a LEA symbol chart in a lighted box which your child identifies symbols.



Hearing Screening — Performed with an audiometer with headphones which introduces tones at different sound pitches to measure how well your child hears these sounds. Your child will be asked to drop a toy frog in a bucket every time a Beep sound is heard.

Blood Pressure — measures the pressure of circulating blood to and from the heart. We will use an arm cuff and stethoscope which will gently hug child's arm



Hemoglobin Screening- measures the iron level in the blood. Certified staff will use a finger puncture method to get a drop of blood to get results.

Lead Screening — detects lead level in the blood. Certified staff will use a finger puncture method to get Mo_drops of blood on a test card and send to a laboratory for results

Development Screenings

Motor Skills



Gross Motor - These skills involve the large muscles of the body – legs, arms and balance. Children enjoy running, skipping, throwing, catching, jumping, climbing, pulling, carrying and balancing.

Fine Motor – These skills involve the use of small muscles such as those in the wrist and hands. Activities for developing motor skills include building towers, molding clay or play dough, using scissors or tongs, stringing beads, placing pegs in holes, drawing with crayons or markers and painting.



Language Skills



Articulation/Phonology - These skills involve putting sounds together to speak clearly.

Receptive – These skills involve the child's understanding of language that is said to them.

Expressive – These skills involve the child using words to communicate needs and wants to others.

Cognitive Skills

Basic Skills – These skills involve understanding colors, shapes, body parts, numbers and words that tell position like in, out, up and down.

Memory – These skills involve remembering information given both by seeing and hearing.



Social – Emotional Development



Social Development- refers to learning how to get along with others such as learning to take turns, share, and work out conflicts.

Emotional Development- refers to how children feel about themselves and how they express their feelings. Children experience strong emotions and learn how to express these emotions without hurting

Good Hygiene is in Your Hands



WASH YOUR HANDS FREQUENTLY.

- 1** Use warm running water and soap.
- 2** Lather well for 15-20 seconds.
- 3** Rinse and turn off water with arm or a paper towel.

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Brought to you by the Ohio Department of Health and your local health department.