

GLCAP

Migrant & Seasonal Head Start Program

2024
Family
Handbook



Reviewed Annually

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 Child's Center Specialist: _____

My Child's Bus Driver: _____

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: Monday through Friday

My Child's Center is open Monday through Friday (except Federal Holidays).

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

Page Number	Topic
5	Welcome Letter
6	What Is Head Start (HS)?
7	What to Expect from my Child's Teacher
8	What to Expect from my child's Family Advocate
9	What to Expect from my child's Health Advocate
10	Goals and Philosophy
10	Program Options
10-11	Placement Procedure
11	Admission
11	Suspension/Expulsion
11	Child Care Licensing/Step Up to Quality and National Association for the Education of Young Children Accreditation (NAEYC)
11	Parent Roster Information
12	Licensed Capacity and Adult/Child Ratio
12-13	Breast Feeding Support / Rest and Relaxation/ Evening and Overnight Care
13-14	Ohio's 5-Star Quality Rating System and NAEYC Accreditation
15	Attendance Procedures for Full Day Learning
15	Inclement Weather
15	Center Closings
16-17	Orientation and Family Connections Meeting
16	Sample Daily Schedules
16	Supervision of Children/ Tuition Fee Policy
17	Arrival/Departure
17-18	Transportation for Center-Based Programs
19	Children Arriving to the Center from Other Programs
19	Release of Children
19	Emergency Transportation
19	Parking Lot Safety
19	Custody Agreements
20	Transitioning
20	Child Abuse Reporting
20	Swimming Information and Water Safety
20-21	Social and Emotional Development
21-23	Conscious Discipline
24	Accidents and Emergencies
25-26	Management of Illnesses, including COVID-19
26	When a Child is Exposed to a Communicable Disease
26	Returning to the Center after an Illness
27	Important Practices (Handwashing and Sanitation)
27	Staff Medical Training
27	Playground Safety and Outdoor Play
28	Holiday Celebrations

28-29	Services for Children with Special Needs – Public Law 94-142
29	Diapering/Toileting Needs
29-30	Picture Taking and Social Media
30-31	Guidelines for Staff & Volunteers
31	Guidelines for Special Outings and Field Trips
31-32	Child Guidance & Management for the Staff & Volunteers
32-33	Parent/Community Grievance Procedure
33-34	Education
34-35	Child Learning Outcomes
35	What to Wear
35	Toys from Home
35	Home Visits
35	Parent Teacher Conferences
35-36	Health Services
36	Immunizations
36	Health Record
37	Dental Exams and Dental Treatment
37-38	Meal Service
38	Classroom Cooking Experience
38	Food Allergy/Special Diet
38	Food Service Requirement
38	Special Policies for Nutrition
38	Administering Medication and Special Diets
39	Child and Adult Food Care Program Non-Discrimination Statement
39-40	Menus
40	Parent Engagement
40-41	Parent Committees/Parent Meetings/Family Fun Events/Parent Cafes
41	Policy Council in the GLCAP Counties
41-42	Contributions as In-kind
42	The Head Start Parent, Family, and Community Engagement Framework/Outcomes
43	Social Service/Family Services
43	School Readiness Goals
43-44	Child Records - Parental rights Procedure for GLCAP Early Childhood Program
45	Center Parent Information Required by Ohio Administrative Code
46	Center List/Important Phone Numbers
47-49	Ohio WIC (Women, Infant and Children) Program Information
50	Child and Adult Care Food Program, Building for the Future
51-52	Screening Information for Early Head Start Parents and Head Start Parents
53	Appendix C

Dear Parent/Guardian,

Your child's education is very important to us. Our goal is to provide quality services to children and families regardless of whether they are in person or virtual. The Family Handbook provides important information and guidelines about the Ohio Early Childhood Education Program, Head Start and Early Head Start Program that is serving you and your family.

Even though the last several months have been extremely challenging for all of us, 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 Head Start programs recognize 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 Migrant and Seasonal Head Start Program wants to partner with you in this education process.

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

Well Wishes,



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What Is Head Start (HS)?

Head Start is 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. Head Start participates in a partnership with the family, the community, and the child in order 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 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.

Head Start programs help all children succeed. The program recognizes that the parent is the child's first and most important teacher and nurturer. 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 HEAD START.



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What to Expect from my Child's Teacher?

My child's Teacher's name is:

Screenings & Ongoing Assessments

- Within 30 days of entry
 - ASQ-3 & ASQ-SE2
- Ongoing
 - Teaching Strategies GOLD

Two educational Home Visits

- First- when your child begins school.
- Second- 6 week prior to Kindergarten/End of Season

Two parent-teacher conferences

- First- 30 days after enrollment
- Second- 2 weeks prior to Kindergarten/End of Season

Ongoing Communication

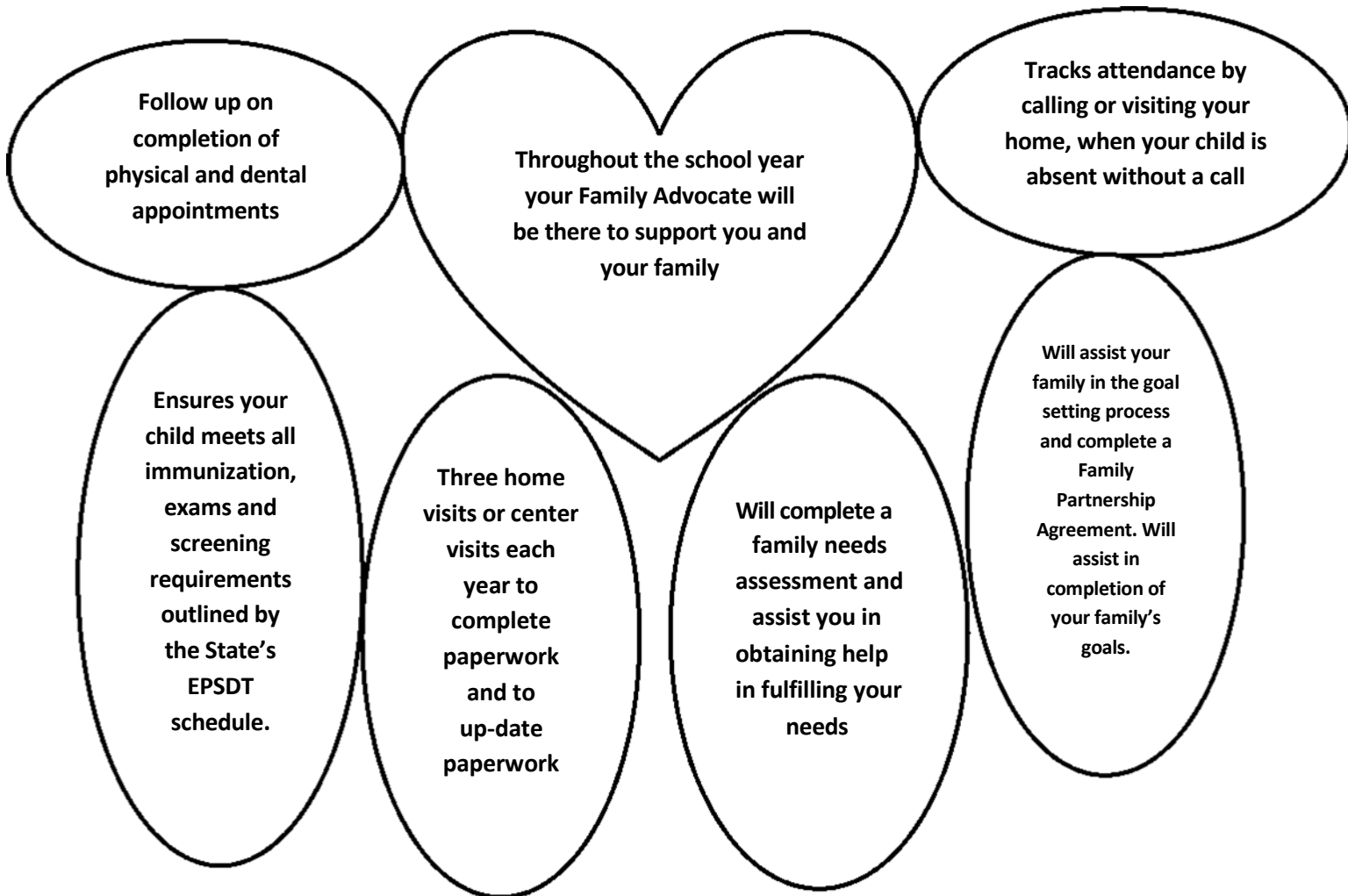
- Daily- Bus Pick up & Drop Off
- Weekly- Meeting with teachers (as needed)
- Special Conferences

In-Kind (homework)

- Bi-Weekly- To be completed & returned.

What to Expect from my Family Advocate?

My Family Advocate's name is:



What to Expect from my Health Advocate?

My Health Advocate's name is: _____

Heath Advocates Support you and your family by:

- Helping families get insurance, find a primary care physician, or other medical specialists.
- Complete Screening for Hearing, Vision, Blood Pressure, Hemoglobin, Lead, Height & Weight.
- We can answer Health related questions as needed.
- Helps the family make sure physicals, immunizations, and exams are up to date.



Goals and Philosophy

We support the goals and philosophy that a child's home environment is of primary importance to the child's learning. We believe the parent is the child's first and primary teacher and nurturer. It is our goal to provide an environment which allows your child to develop socially, intellectually, physically, and emotionally. Activities are provided which are appropriate to the child's age and stage of development.

Program Options

The GLCAP Migrant and Seasonal Head Start Program offers the following option for families enrolled into our program:

- 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 4. Children receive services for up to 12 hours per day, 5 days per week in a GLCAP center.

Children enrolled in the GLCAP Migrant and Seasonal Head Start 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 Migrant and Seasonal Head Start Program to accept eligible children into all Center Base programs based on the family and child's needs and availability of open slots. The GLCAP Migrant and Seasonal Head Start 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.

Special Needs – Children who are suspected to have special needs requiring services in addition to those provided to all children in the regular classroom setting, will be referred to the school district where the children reside, with parental permission. A team, including parents and representatives from the school district and GLCAP MSHS Program, will decide together on the goals for the child and the least restrictive environment for learning to take place.

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 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 meet the criteria for the Head Start program including, but not limited to income, location, and availability of slots.

The GLCAP Migrant and Seasonal Head Start Program will make a conscious effort to make placement decisions based on the best interest 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 medical statement must be completed every 13 months for preschool children 3 to 5 and children under 3 will follow the EPSDT schedule for 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 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 Job and Family Services. 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 JFS 01234 "Child Enrollment and Health Information" 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, 1:10
Preschool - four and five years of age	1 to 14	20, 1:10

Breast Feeding Supports

Promote breastfeeding, including providing a refrigerator to properly store pumped breastmilk. Staff ensures containers of breast milk or formula are dated, clearly labeled with the child's name, and used only for the intended child. Accommodations are available, as necessary, for mothers who wish to breastfeed during program hours. As needed, provide referrals to lactation consultants or counselors.

Rest and Relaxation Time

This is a time within your daily schedule for children to have the opportunity to relax their bodies and mind for a resting period that best fits their needs. Children will be given an opportunity to relax, rest or sleep in a safe place. Evacuation routes shall not be blocked by resting children. Staff members shall have a clear path to any resting child. Relaxation time will be in accordance with the individual needs of each child. All classrooms will follow the guidelines listed below:

- Relaxation activities will be planned for approximately 1 hour. If you have a child or children that are demonstrating the need for more time, it is at your discretion to provide more relaxation activities to individualize for these children.
- If possible, during rest time, consider placing children head to toe in order to further reduce the potential for viral spread.
- Each classroom will establish a relaxation time transition routine and plan for implementation.
 - Plan: your teaching team is required to develop a routine plan for Relaxation Time. This plan should identify how you will introduce Relaxation Time and cots and how you will be addressing any concerns that the children may have.

- Each child will have their own cot clearly assigned to them. Cots will be disinfected with soap and water and/or an appropriate germicide weekly, or before assignment to another child, or after contact with bodily fluids.
- For children who choose to lie on a cot, staff will circulate among children and gently pat backs, rub heads, etc. (if a child prefers). For child who do not choose to lie on a cot, the children will be provided the opportunity to participate in planned calming activities and experiences such as read-aloud, quiet boxes, writing activities etc.
- As sleeping children awaken, they will transition into planned activities and experiences with the rest of the group.
- All children who choose to sleep, will sleep on a cot.

Evening and Overnight Care

GLCAP MSHS does not provide evening and overnight care.



Ohio's 5-Star Quality Rating System and NAEYC Accreditation

You may have noticed banners and discussion about your center receiving stars, so what do those stars mean?

AND WHAT IS STEP UP TO QUALITY?

- + Voluntary quality rating systems for Ohio's licensed programs.
- + Five levels of program quality above Ohio's health and safety licensed standards.
- + Provides supports and awards to assist programs in achieving and maintaining a star rating.

What Are the Goals?

- + Improve the quality of early care and education settings in order to support children's optimal development and learning.
- + Provide parents with an easy to use tool to assist them in selecting quality early care and education programs for their children.

You can be proud that your child attends a quality rated center recognized by the State of Ohio. Step Up To Quality was created by the Ohio Department of Job and Family Services' Bureau of Child Care and Development and the Ohio Department of Education's Office of Learning and School Readiness to improve the quality of early care and education programs in Ohio. GLCAP Centers are Step Up To Quality rated.

Nationally, GLCAP has sites that are accredited through the National Association for the Education of Young Children (NAEYC) Accreditation. NAEYC Accreditation of programs for young children represents the mark of quality in early childhood education. NAEYC accredited programs invest in early childhood education because they believe in the benefits to children and families. Early childhood experiences

– from birth to age 8 – have an enormous impact on children’s lifelong learning and positively contribute to their health and development. Early childhood education programs with the mark of quality benefit children with greater readiness for and success in school. If you have any additional questions, please feel free to talk to your Center Specialist and they would be happy to answer your questions.

GLCAP Centers are accredited by the National Association for the Education of Young Children. For parents, this means high quality. What is a quality program?

There are 10 standards of quality:

Standard 1: Relationships

Standard 2: Curriculum

Standard 3: Teaching

Standard 4: Assessment of Child Progress

Standard 5: Health

Standard 6: Teachers

Standard 7: Families

Standard 8: Community Relationships

Standard 9: Physical Environment

Standard 10: Leadership and Management



Attendance Procedures for Full Day

The GLCAP Migrant and Seasonal Head Start Program 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 Migrant and Seasonal Head Start Program 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, a 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. **If your child is ill, make sure your child is enough to come back before sending them to the center.**

Inclement Weather

The GLCAP Migrant and Seasonal Head Start Program understands the needs of working families; therefore, GLCAP Migrant and Seasonal Head Start Program will only close in the event that there is a Level 3 Weather Emergency issued for the county the center is located in. GLCAP Migrant and Seasonal Head Start Program Centers do not delay. Each family must determine if they feel safe bringing or sending their child to our center in inclement weather. Please call us if your child will not attend due to inclement weather. Please see the transportation information section for busing procedures.

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, the program is described, and you will have an opportunity to see the center and meet the staff. In addition to orientation, a Family Connection Meeting is made with each newly enrolled family. Necessary paperwork is completed and information regarding the program is provided to you. Both times are good opportunities for you to ask any questions you have about the program.

Sample Daily Schedule

6:00 – 8:20	Classroom Opens for arrivals: Conscious Discipline greetings, Cots available for resting, table activities
8:20-8:30	Conscious Discipline Brain Smart Start, Wish Well & Safe Keeper Ritual
8:30-9:00	Breakfast, clean up, tooth brushing, books
9:00 – 9:30	Project Work/ Small Group Experiences
9:30-10:00	Outdoor Experiences
10:00-11:00	Work Time: Project work, Small Group Experiences (literacy, math, science, social/emotional, arts, etc.), Neighborhood walk. During the summer, work time may be carried out outdoors as weather permits.
11:00 – 11:20	Special Experiences: Art, Music, Movement, Project Work
11:20 – 11:30	School Family Meeting: Celebrations Ritual
11:30-12:15	Lunch, clean up, prep for rest time, books
12:15-12:30	Relaxation Experiences
12:30-2:50	Rest time – quiet activities
2:50-3:20	Transition from rest time, Snack, Reflections on morning experiences, Literacy areas open
3:20-4:00	Small Group Experiences/Project Work
4:00-5:00	Outdoor Experiences or Indoor Gross Motor space
5:00 – 6:00	Small Group Experiences

Tuition/Fee Policy

Children will not be charged a fee in the Federal Head Start program.

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 persons are alert to 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 Migrant and Seasonal Head Start Program may operate under reduced ratios and 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.

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!*

TRANSPORTATION FOR CENTER-BASED PROGRAMS

Not all programs provide transportation and those that do may only provide it for a portion of the children. When transportation is provided, a determination of who will receive those services is made using an application and ranking criteria.

The rest of this section is relevant only if your child is provided transportation by GLCAP Migrant and Seasonal Head Start Program.

A program must ensure children who receive transportation services are taught safe riding practices, safety procedures for boarding and leaving the vehicle and for crossing the street to and from the vehicle at stops, recognition of the danger zones around the vehicle, and emergency evacuation procedures, including participating in an emergency evacuation drill conducted on the vehicle the child will be riding. This training should occur prior to the first emergency evacuation drill which occurs during the first 30 days.

Your signed transportation agreement indicates that you agree to GLCAP Migrant and Seasonal Head Start Program bus rules and regulations. It is especially important that you know that children will only be released by the bus driver or monitor to a parent, legal guardian, or other individual that you identify in writing in advance on the GLCAP Migrant and Seasonal Head Start Program form.

If no one is at home or at the bus stop/drop-off point to receive your child, your child remains on the bus and the bus driver/monitor will call the center to alert staff to the situation and then continue the bus route. The center staff will attempt to contact you and/or your emergency contacts and follow the procedures for “Late Pickup.”

GLCAP Migrant and Seasonal Head Start (MSHS) Program provides transportation services to MSHS infants, toddlers, and preschoolers while in the GLCAP MSHS program serving migrant and seasonal farm workers.

GLCAP Migrant and Seasonal Head Start Program staff are not to take a child to the child's home, a staff member's home, or drive children anywhere in a privately owned vehicle. The only exception to this policy is if the staff member is a personal family member or friend and agrees to be a designated emergency contact, and with approval of the Program Director, is listed on the emergency contact form. Other individuals should be considered before adding an employee as an emergency contact to minimize possible impact on program operations.

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 parent 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 persons on the Child Release form.
 - a. If an emergency arises in which the parent or any person listed on Child Release form cannot pickup, 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 Migrant and Seasonal Head Start Program 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 and Bus Safety

Hold your child's hand at all times, when entering and exiting the center and in the parking lot and while boarding the bus. Little ones can quickly run! Please do not leave other children in your vehicle without an adult if you are dropping off at the center; 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 areas 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 will be preparing for a transition to a new classroom or teacher. 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 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 the 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 Migrant and Seasonal Head Start Program will have additional staff, if needed, to meet the required Adult/Child ratio. GLCAP Migrant and Seasonal Head Start Program 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. 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. Therefore, 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 know that there will be acts of aggression in the classroom as children are learning and playing. 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 social emotional curriculum, Conscious Discipline and have procedures in place to address these needs.



Conscious Discipline

Conscious Discipline is used at all 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 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 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.
2. The teaching staff will help the child choose a calming technique (S.T.A.R., Balloon, Drain, Pretzel, or deep breathing).
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 (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.

Appendix A to Rule 5101:2-12-19

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.
7. Separation from the situation, if used, shall last no more than one minute per each year of the child's age and shall not be used with infants. Upon the child's return to the activity, the provider shall review the reason for the separation and discuss the expected behavior with the child.
8. Holding a child for a short period of time, such as in a protective hug, so that the child may regain self-control.

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.

Accidents and Emergencies

The center has several procedures to follow in the event that an emergency would occur 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. In order 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 location possible, 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 injuries/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 Migrant and Seasonal Head Start Program takes the health and safety of our employees, parents, visitors, and children very seriously.

To keep children, their families, and teachers safe, we will follow these important guidelines:.

- Children and adults will have frequent hand washing throughout the day.
- Toys will be sanitized daily and toys that cannot be sanitized will be removed.

Collectively, these best practices will help GCLAP Migrant and Seasonal Head Start Program to safely serve the children and families that need care.

Children run fevers for many reasons, such as teething or colds. If your child is running a fever of 100 degrees or more, do not bring them to the center. Your child should stay home for at least 24 hours after their fever subsides.

For answers to your COVID-19 questions, call 1-833-4-ASK-ODH (1-833-427-5634).

Your mental health is just as important as your physical health. If you or a loved one are experiencing anxiety related to the coronavirus pandemic, help is available 24 hours a day, seven days a week. Call the COVID-19 CareLine at 1-800-720-9616.

GLCAP Migrant and Seasonal Head Start Program 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, plan ahead to have a backup care plan 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.

- 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 in order to detect any additional cases as early as possible. During the course of 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 in the American Red Cross curriculum or directly through the American Red Cross or approved entity.

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.

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 on a daily basis. Children will have the opportunity to play in the shade. When in the sun, they wear protective clothing, apply skin protection, or both. Applied skin protection will be either sunscreen or sunblock with UVB or UVA protection of SPF 15 or higher that is applied to exposed skin (only with written parental permission and a doctor's order, if needed). We will limit the amount of time outside when the temperatures are very warm or very cold. GLCAP Migrant and Seasonal Head Start Program will attempt to follow school district guidelines. 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 a 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 winter time.

Holiday Celebrations

Every family celebrates holidays differently. To be respectful of all families, GLCAP Migrant and Seasonal Head Start 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 Migrant and Seasonal Head Start Program 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. works cooperatively with the public schools and other agencies to ensure that needed services 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 itinerant teacher. Joint placement with the school district special education preschool classroom is available for children with IEPs in some counties.

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 Migrant and Seasonal Head Start Program 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 Quality Teaching and Learning Coordinator and GLCAP Headquarters.



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 Migrant and Seasonal Head Start Program 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 Migrant and Seasonal Head Start Program respects each child's individual growth and development; GLCAP Migrant and Seasonal Head Start Program will serve all children regardless of toileting needs. Only trained GLCAP Migrant and Seasonal Head Start Program staff will change a child's diaper or assist a child in the restroom. Proper ratio must be maintained in the classroom at all times. 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 Migrant and Seasonal Head Start Program must monitor the pictures taken at all 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 Migrant and Seasonal Head Start Program 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 Migrant and Seasonal Head Start Program 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 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 day care.
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 on a daily basis of undesirable, hazardous materials, and conditions.
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 Migrant and Seasonal Head Start Program Centers take walking 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 good place to go when frustrated.
 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 (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 Migrant and Seasonal Head Start Program always strives for open communication between staff, volunteers, parents, and community persons. 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 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 Child Development Director and all facts available to the:

Child Development Director, P.O. 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 4.

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

The GLCAP Policy Council, Executive Committee. The Executive Committee will serve as the Grievance Committee for any concern not resolved with the Child Development Director. The Policy Council President can be contacted through the Central Office, P.O. Box 590, Fremont, Ohio 43420.

B. The Policy Council, Executive Committee will respond within a reasonable time frame (5 working days). The response will indicate a date and time for a conference.

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 Policy Council, Executive Committee, and all facts available to the:

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

Education

Although the teacher is a very important part of your child's education, GLCAP Migrant and Seasonal Head Start Program believes that you are the first and most important teacher of your child. For this reason, we try to involve you in every way possible. The program works to help your child develop large and small muscles as well as speaking and listening skills. Children will learn to do things

independently and get along with others. Teachers lead children to think for themselves and solve their own problems. As children learn to solve problems for themselves and with the help of parents and teachers, they gain self-respect and confidence in themselves. This is one of the best tools we can give our children for a good head start.

Every child in the program is screened so the parent and teacher can work together to develop the child’s capabilities. These increasing capabilities are assessed continuously.

Child Learning Outcomes

GLCAP Migrant and Seasonal Head Start Program believes all children learn at their own rate, while going through stages of development. We also believe that in order for children to learn and grow in the most effective way, their learning must be active, meaningful, and in a positive environment. We believe the most positive environment exists when parents, teachers, and other adults important in the child’s life partner to provide consistent care and support to the child.

The most important goal of our early childhood curriculum is to help children become enthusiastic learners. This means encouraging children to be active and creative explorers who are not afraid to try out their ideas and to think their own thoughts. Our goal is to help children become independent, self-confident, inquisitive learners. We are teaching them **how** to learn, not just in preschool, but all through their lives. We are allowing them to learn at their own pace and in the ways that are best for them. We are giving them good habits and attitudes, particularly a positive sense of themselves, which will make a difference throughout their lives. The Creative Curriculum provides the structure for children to learn through play.

We use play to accomplish goals in all areas of development:

- | | |
|--|---|
| >Language/Literacy Development | >Math |
| >Science & Technology | >Social Studies |
| >The Arts | >Social Emotional Development |
| >Physical Development | >Cognitive Development |
| >English Language Development | |

The activities we plan for children, the way we organize the environment, select toys and materials, plan the daily schedule, and talk with children, are all designed to accomplish the goals of our curriculum and give your child a successful start in school.

Teachers trained to administer the screening and assessment tools:

GLCAP Migrant and Seasonal Head Start Program staff receive training through the state of Ohio to accurately complete, score and interpret the ASQ-3 and ASQ-SE2 developmental screening tools. All Teaching staff complete an 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

Parent teacher conferences are held a minimum of twice each year to allow parents and teachers time to share information about children. Upon request, parents may ask to meet with their child's teacher at any time.

Health Services

GLCAP Migrant and Seasonal Head Start Program 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 60 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.

Vision, hearing, and developmental screenings are provided by the program. 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, HepA, 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 contains: 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 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 mutant 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

Children at all centers eat in a Family Style manner, which means they are very hands on in the meal process everyday. Children 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 will clear their own area after eating. 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 where snack can be offered as a center (play area) opportunity. All children will be encouraged to participate in this center (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. Watch for the Classroom Cooking Experience on the classroom calendar. Parents are 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 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. **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. 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.

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, audiotope, 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](mailto: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 slice	1/2 slice
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 slice	1/2 slice

<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 oz	1 1/2 oz 1 1/2 oz
Vegetables and Fruit	1/4 cup total	1/2 cup total
Grains/Breads	1/2 slice	1/2 slice

Children in the Full Day Program

Snack on arrival, lunch at noon, snack before departure.

Parent Engagement

GLCAP Migrant and Seasonal Head Start Program 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 assure the most benefit for Head Start children. You will have many opportunities for several kinds of direct involvement:

- In decision-making for planning and operating the program.
- In activities you and other parents have helped develop.
- In the classroom and other educational activities.
- In the home.

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 classroom/center *all* parents are members of a Parent Committee. The Parent Committee provides you 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 trainings will occur at Parent Meetings. GLCAP Migrant and Seasonal Head Start Program 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

Parents participate in policy making and the operation of the whole 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 are able to 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 Migrant and Seasonal Head Start Program 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 (HS) 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 Migrant and Seasonal Head Start Program 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.

School Readiness Goals

GLCAP Migrant and Seasonal Head Start Program has adopted a set of School Readiness Goals. If you would like a copy of GLCAP's School Readiness Plan, contact your Center Specialist.

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 Migrant and Seasonal Head Start Program must make the child records available within a reasonable time, but no more than 45 days after receipt of request.

(3) If GLCAP Migrant and Seasonal Head Start Program 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 Migrant and Seasonal Head Start Program 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 Migrant and Seasonal Head Start Program to amend information in the child record that the parent believes is inaccurate, misleading, or violates the child's privacy.

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

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

(4) If GLCAP Migrant and Seasonal Head Start Program 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 Migrant and Seasonal Head Start Program 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.

Center Parent Information Required by Ohio Administrative Code

The center is licensed to operate legally by the Ohio Department of Job and Family Services. 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 Ohio department of job and family services.





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.

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 Migrant and Seasonal Head Start Program

Center List/Important Phone Numbers

Visit our website at www.glcap.org

Richland County	Sandusky County	Henry County	Clark County
Office/Center Shiloh Center 26 Mechanic St. Shiloh OH, 44878 567-233-1980	Fremont Office/Center: 1499 N. River Rd Fremont, Ohio 43420 567-202-1675	Office/Center: Napoleon Center 910 Third St. Napoleon OH, 43545 419-419-1914	Office/Center: New Carlisle Center 476. N. Dayton Lakeview rd. New Carlisle OH, 45344 513-399-8196
			
			For further information, contact the center in your community or the GLCAP Headquarters in Fremont, Ohio.
			GLCAP Early Childhood Program 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



Women,
Infants &
Children



Eat Smart,
Play Hard



Ohio WIC



What is WIC?

WIC is a nutrition education program. WIC provides nutritious foods that promote good health for pregnant women, women who just had a baby, breastfeeding moms, infants and children up to age 5.



Who is Eligible for WIC?



Women who are pregnant, breastfeeding or have a baby less than 6 months old, and infants and children up to 5 years old are eligible to apply for WIC. Fathers are welcome to apply for WIC for their children up to age 5.

To qualify for services you must:

- ♥ Live in Ohio
- ♥ Meet WIC income guidelines
- ♥ Have certain nutritional or health risks

What Does WIC Provide?

- ♥ Nutrition education and support
- ♥ Breastfeeding education and support
- ♥ Referral for health care
- ♥ Immunization screening and referral
- ♥ Supplemental foods such as:

Cereal

Eggs

Milk

Whole-grain foods

Fruits and Vegetables

Infant formula



How Do I Apply?

Make an appointment

Call your local clinic to schedule an appointment to meet with a WIC staff member or call

1-800-755-GROW (4769)

for locations and more information.

See if you qualify

All it takes is a visit to your local WIC clinic to see if you qualify for services.



Receive WIC coupons

If you are eligible, you will receive coupons to buy healthy foods at local WIC-approved grocery stores.





In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.

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) 795-3272 (voice) or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer.

This institution is an equal opportunity provider.

Healthy Ohio
The State of **Living Well**



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

For more information our Web site: <http://www.odh.ohio.gov>

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/>

lender.

USDA is an equal opportunity provider, employer and

United States Department of Agriculture Food and Nutrition Service FNS-317

GLCAP Early Childhood Program

Screening Information for Early Head Start 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 not 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 an infant scale or portable scale to perform weight. Then use a wall measuring tape to measure the height and head circumference of your child.



Vision Screening – The PlusOptix is a binocular reading with simultaneous measurement of both eyes. Measurements from 3 feet distance of the child is completed in less than one second once eye contact is made. This checks how well your child sees at a distance & how well the muscles work together to move and focus. Your child will be encouraged to look at the Smiley Face.



Hearing Screening – Performed with an Optoacoustic Emissions (OAE) hearing equipment which introduces tones at different sound pitches to measure how well your child hears these sounds. Your child will be asked to listen to the beeping sounds.



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 two 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 ..

Items in this handbook are based on regulations and standards from a variety of sources, including the following:

- The Head Start Program Performance Standards <http://eclkc.ohs.acf.hhs.gov/hslc/hs/docs/hspps-appendix.pdf>
- Office of Head Start (OHS) Early Childhood Learning and Knowledge Center (ECLKC) <http://eclkc.ohs.acf.hhs.gov/>
- State child care licensing rules and regulations – A copy of the current state childcare licensing rules and regulations must be available onsite at each program site.
- National Resource Center for Health and Safety in Child Care and Early Education: Caring for Our Children Basics: Health and Safety Foundations for Early Care and Education. http://www.acf.hhs.gov/sites/default/files/eclkc/caring_for_our_children_basics.pdf
- Centers for Disease Control and Prevention <http://www.cdc.gov/>
- American Academy of Pediatrics <https://www.aap.org/>
- Occupational Health and Safety Administration (OSHA) <https://www.osha.gov/lawregs.html>

