2026-2027

HARCATUS HEAD START PARENT HANDBOOK



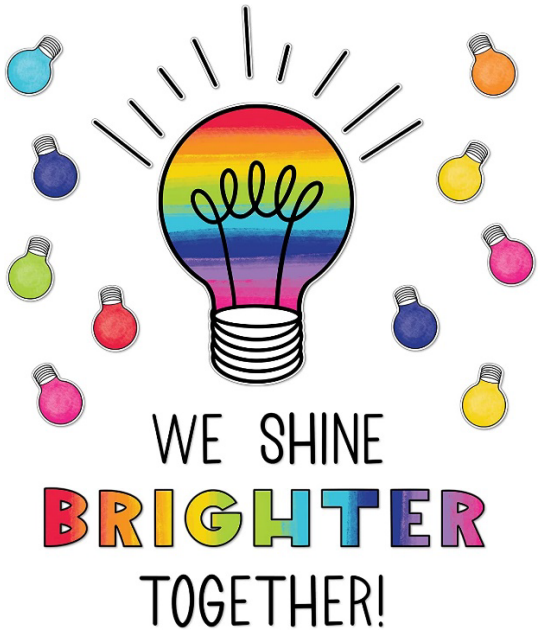


Contents

GREETINGS FROM THE DIRECTOR 4
ADMINISTRATION TEAM 4
CENTER INFORMATION 5
HARCATUS HEAD START MISSION STATEMENT 6
ANNUAL REPORT 6
ATTENDANCE 6
SUSPENSION AND EXPULSION 7
Prohibiting Exposure to Inappropriate Language, Media, and Behavior 8
CONFIDENTIALITY 8
Center Security and Access Control 9
CUSTODY 10
APPROACH TO DISCIPLINE 11
CHILD ABUSE REPORTING 13
EMERGENCY PREPAREDNESS 13
ENROLLMENT 15
1. ADMISSIONS 15
2. FALSIFICATION OF INFORMATION 15
3. FEES 15
FOSTER GRANDPARENT PROGRAM 15
COMPLAINT PROCEDURE 16
HEAD START EARLY LEARNING OUTCOMES FRAMEWORK & ONGOING ASSESSMENT 16
HEALTH SERVICES 17
1. PHYSICAL EXAMINATION 17
2. DENTAL EXAMINATION: 17
3. HEALTH DEVELOPMENT 17
5. HEAD LICE 19
6. HEALTH CONDITIONS 19
7. SAFETY 20
8. SCREENING POLICY 21
9. SOCIAL, EMOTIONAL SERVICES 22
10. SPECIAL NEEDS SERVICES 22
11. NOTICE OF USE OF PRIVATE HEALTH INFORMATION 23
12. HEALTHCHEK 24
13. APPLY FOR HEALTHCARE 24

NUTRITION SERVICES 25
1. CHILD AND ADULT CARE FOOD PROGRAM 25
2. WOMEN, INFANTS, AND CHILDREN (WIC) 25
3. MEALS & SNACKS 26
4. SNACKS FROM HOME 27
5. HEALTHY CELEBRATIONS 27
6. USDA NON-DISCRIMINATION STATEMENT 28
PARENT ENGAGEMENT 28
1. POLICY COUNCIL 29
2. **FOCUSING ON FATHERS** 29
3. **CONSCIOUS PARENTING CLASSES** 29
4. **VISITING THE CENTER** 30
5. **PARENT RIGHTS & RESPONSIBILITIES** 30
CLASSROOM OPERATIONS 31
1. PHYSICAL DEVELOPMENT/OUTDOOR PLAY POLICY 31
3. SCHEDULE SAMPLES 32
4. SCHOOL CLOSINGS 33
5. SCHOOL READINESS GOALS 34
SEX OFFENDER REGISTRATION NOTIFICATION 35
STAFF TRAINING 35
SOCIAL MEDIA POLICY FOR FAMILIES 35
1. MOBILE TECHNOLOGY USE 36
TRANSPORTATION OPERATIONS 37
1. TRANSPORTATION/SCHOOL BUS SAFETY INFORMATION 37
2. PARENTAL RESPONSIBILITY 37
3. SCHOOL BUS STOPS 37
4. BUS SAFETY REMINDERS 38
5. MISSING THE BUS 38
6. SELF TRANSPORTATION 38
7. TRAFFIC REMINDER 38
FAMILY-STAFF AGREEMENT 39
WHY WE DO WHAT WE DO 40
1. BACKPACKS or PERSONAL ITEMS 40
3. CONFLICT OF INTEREST 40
3. PICTURES 41
4. OUR PHILOSOPHY 41
5. PLAYING IS LEARNING 42

6. STAFF PRIORITIES 43
7. WORKSHEETS 43
Kindergarten Readiness 45
HARCATUS Tri-County Community Action Organization, Inc. 46



GREETINGS FROM THE DIRECTOR

Thank you for choosing HARCATUS Head Start as your child's early learning preschool experience! We are very excited to see your child learn and grow this year. Because Head Start embraces the whole family approach, we look forward to partnering with you as you guide your family to new heights.

You will have many opportunities to get involved in Head Start, including monthly parent meetings and activities, joining the Head Start Policy Council or HARCATUS Governing Board, attending family events, volunteering in the classroom, joining your child on field trips, and so much more. I invite all of you to join in these events to make this a better learning experience for your child and family. The more you are involved, the better experience your child and family will have!

We will continue our mission of keeping your child safe and prepared for Kindergarten. Our commitment is to continue to be a champion for children, a leader in early child education, and a launching pad for families to realize their dreams.

Kind Regards,

Brooke Yager
Head Start Director

ADMINISTRATION TEAM

Brooke Yager Head Start Director **Amanda Jeffery** Head Start Assistant Director	**Debbie Bowe** Health/Nutrition Manager
Stevi Laughlin Education Manager	**Bev Statler** Family Services/Admissions Manager

Days Closed

Holiday/ Break	Date Closed	Day(s)
Labor Day	September 7,2026	Monday
Columbus Day	October 12,2026	Monday
Veterans Day	November 11,2026	Wednesday
Fall Break	November 25-27, 2026	Wednesday-Friday
Winter Break	December 21,2026-January 1,2027	Monday- Friday
Martin Luther King Jr. Day	January 18,2027	Monday
Presidents' Day	February 15,2027	Monday
Memorial Day	May 31,2027	Monday

CENTER INFORMATION

Bowers 1 Learning Center 504 Bowers Ave NW New Philadelphia, OH 330-602-5442 jendres@harcatus.org	**Bowers 2 Learning Center** 504 Bowers Ave NW New Philadelphia, OH 330-602-5442 ldigman@harcatus.org	**Bowers 3 Learning Center** 504 Bowers Ave NW New Philadelphia, OH 330-602-5442 jramirez@harcatus.org
Dover Learning Center 216 N Wooster Ave Dover, OH 44622 330-364-6451 smendiola@harcatus.org	**Early Head Start and Head Start Home Based Program** Early Head Start 1 330-260-0185 Early Head Start 2 330-260-0563 Early Head Start 3 330-340-0154 Northern Home Based 330-704-0429 Southern Home Based 330-771-1608 sfowles@harcatus.org	**Jewett Learning Center** 602 Main Street Jewett, OH 43986 740-946-1808 amarrero@harcatus.org
Malvern Learning Center 301 W Main St Malvern, OH 44644 330-863-2424 blawrence@harcatus.org	Now Hiring! harcatus.org/jobs	**Newcomerstown Learning Center** 648 Oak St Newcomerstown, OH 43832 740-498-7055 ldavis@harcatus.org
Twin City 1 Learning Center 225 N Dawson St Uhrichsville, OH 44683 740-922-5590 cricklic@harcatus.org		**Twin City 2 Learning Center** 225 N Dawson Street Uhrichsville, OH 44683 740-922-5501 ehorner@harcatus.org

Teacher/Home Visitor:	Teacher/Home Visitor Email:
Family Advocate:	Family Advocate Email:
Teacher Assistant:	Food Service Assistant:
Teacher Assistant:	Bus Aide:

Your child will attend Head Start on these days & times:

☐Monday through Thursday from: ☐8:00-11:30 ☐1:00-4:30

☐Monday through Thursday from: ☐8:30-3:30 ☐8:45-3:45

Transporting Families – please make a commitment to:

Drop your child off at _____ a.m./p.m. & arrive for pick up promptly at _____ a.m./p.m.

Transported families – please make a commitment to:

Have your child ready for pick up at _____ a.m./p.m. & be ready for drop off at _____ a.m./p.m.

Teaching Staff will be available for conferences at these times:

Monday	Tuesday	Wednesday	Thursday	Friday

School closings will be reported on: Learning Genie

Location on-site for mothers to breastfeed and/or pump breastmilk:

Location for reunification in the event of an emergency:

HARCATUS HEAD START MISSION STATEMENT

Through enhancing strengths, enriching experiences, and active parent involvement, HARCATUS Head Start is dedicated to positive learning opportunities which help children and families realize their personal best.

ANNUAL REPORT

Each year, HARCATUS Head Start has the opportunity to prepare an annual report which is an analysis of the program and summarizes our accomplishments of the program. To view this report, please visit our website at www.harcatus.org.



ATTENDANCE

The goal of the HARCATUS Head Start Program is to foster a positive learning experience for all enrolled children. To accomplish this goal, it is essential that your child be present each day that he or she has been designated to attend. Missing school = missing out!

1. Please be aware that the timely drop off of your child is very important to your child and the efficiency of our program.

   When your child arrives late, he/she misses out on learning. Late arrivals can also be disruptive and take staff and children off task. This prevents us from keeping our schedule running smoothly.

   We always want to provide the very best care for your child and we know that you want your child to be there for every learning opportunity. We completely understand that life can be unpredictable and delays can occur. We are just asking for your help in planning ahead to prevent delays as much as possible.

2. Please be aware that the timely pick up or your child is very important to your child and the efficiency of our program.
   Children can become fearful or worrisome when they are not picked up on time. Late pickups also take our staff away from their assigned duties and tasks that keep our program running smoothly.
   We always want to provide the very best care for your child and we know that you want your child to feel safe and secure.

3. The procedures for absenteeism are as follows:

   a. If your child will not be attending, parents are to call the center or send a message on Learning Genie to notify the staff. If you do not contact the center, a center staff member will be contacting you.

   b. If a child is unexpectedly absent and a parent or designee (such as another childcare provider, sitter, etc.) has not contacted the program within one hour of program start time, the site staff will attempt to contact the parent to ensure the child's well-being.

   c. The Family Advocate will conduct a home visit or make other direct contact with a child's parent/guardian if a child has multiple unexplained absences, such as two consecutive unexplained absences to discuss the nature of the child's absence and offer assistance to the family.

d. If a child ceases to attend, the program makes appropriate efforts to reengage the family to resume, and a child's attendance does not resume, then the program considers that slot vacant. This action is not considered expulsion.

SUSPENSION AND EXPULSION

1. Suspension and expulsion are prohibited unless the child's persistent and serious challenging behavior becomes a safety issue for the child or other enrolled children.
2. Suspension: A temporary suspension must be used only as a last resort in extraordinary circumstances where there is a serious safety threat that cannot be reduced or eliminated by the provision of reasonable modifications. The following steps will be taken to determine if a suspension is necessary:
    a. The Education Manager, Teacher and all other providers will engage with parents and utilize appropriate community resources as needed to determine that there is no other reasonable option that is appropriate.
    b. If a temporary suspension is deemed necessary by the Education Manager or designee, and all other parties; parents, teachers and/or community resources such as counselors or mental health providers, the team will continue to provide appropriate services. The team will determine the length of time of the suspension.
    c. A written plan of action and support will be submitted to the Director. The Director will share the plan of action with the Family Services and Admissions Manager for attendance information.
    d. The Education Manager or designee will provide follow up through home visits or direct contact with the parents and child. If needed, a referral for services with the parent's consent, which may include mental health services, developmental services, or a local agency responsible for implementing IDEA will be processed. The Education Manager or designee will ensure that continued support services are being provided to the parents and child in order to reintroduce the child back into the classroom.
3. Expulsion: When a child exhibits persistent and serious challenging behaviors, the following steps will take place:
    a. The Education Manager will explore and document all possible steps taken to address such problems and facilitate the child's safe participation in the program.
    b. The Education Manager will follow up to ensure the appropriate services are provided to the child and family.
    c. If an IFSP or IEP has been completed, the Education Manager will collaborate, with parental consent, with the responsible agency to ensure the child is receiving the needed services.
    d. If the child does not have an IFSP or IEP, the education staff will collaborate, with parental consent, with the local agency responsible for implementing IDEA to determine the child's eligibility for services. If, after the program has explored and documented all possible steps taken to address such problems in consultation with the parents, the child's teacher, the agency responsible for IDEA (if applicable), and Education Manager, and it is determined that the child's continued enrollment presents a serious safety threat to the child or other enrolled children and determines that the program is not the most appropriate placement for the child, the program will work with agencies to directly facilitate the transition of the child to a more appropriate placement.

Prohibiting Exposure to Inappropriate Language, Media, and Behavior

HARCATUS Head Start is committed to providing a safe, respectful, and developmentally appropriate learning environment for all children. Children will be protected from exposure to inappropriate language, media, and behavior while participating in program activities.

The program prohibits the use or display of:

- Profane, vulgar, or abusive language.
- Discriminatory, harassing, or threatening language or behavior.
- Violent, sexually explicit, or age-inappropriate media, including videos, music, games, websites, social media, or printed materials.
- Behavior that is intimidating, aggressive, or otherwise inappropriate for a child care setting.

Staff members are expected to model respectful language and positive behavior at all times. Parents, guardians, volunteers, visitors, and contractors are also expected to use appropriate language and conduct while on program property, participating in program activities, or interacting with children, families, and staff.

Any individual who engages in inappropriate language or behavior or exposes children to inappropriate media may be asked to leave the premises and may have their access to the program limited or revoked in accordance with program policies.

Smoke-Free and Tobacco-Free Environment

HARCATUS Head Start maintains a smoke-free and tobacco-free environment. Smoking, vaping, and the use of any tobacco or nicotine products are prohibited in all HARCATUS Head Start buildings, on program property, in program vehicles, and during program-sponsored activities. Parents, staff, volunteers, and visitors are expected to comply with this policy at all times.

CONFIDENTIALITY

1. All information concerning the families which are served through the HARCATUS Head Start Program is confidential and kept in a locked file. Information including, but not limited to, income, marital status, living arrangements, address, phone number, etc. is to be considered privileged and may not be released to any agency, individual, organization, etc. without the expressed written consent of the parent or guardian of the enrolled child. Staff members who wish to make a referral for emergency service, community service, etc., must do so in accordance with these agency guidelines.

2. Access to Records: The guardian has the right to inspect and review all data which is enclosed in their child's file. Examination of the records may be requested by contacting the teacher.

3. Duplication of Records: The guardian may request copies of the contents of their child's files.

4. Dissemination of Records: A guardian must sign the Consent for Release of Information before

any personally identifiable data can be released to persons/agencies outside HARCATUS Tri-County C.A.O., Inc.

5. Destruction of Records: Records will be kept at a central location for three years after the child has left the program. After three years, the records will be permanently destroyed.



Center Security and Access Control

HARCATUS Head Start is committed to providing a safe and secure environment for all children, families, staff, and visitors. The program maintains a security plan to ensure that access to the center is limited to parents, legal guardians, authorized individuals, and persons with a legitimate business purpose.

The following security procedures are in place:

- Exterior doors remain locked or monitored during operating hours whenever possible.
- Parents, legal guardians, authorized pick-up persons, staff, approved contractors, and individuals conducting official business are permitted access to the center.
- All visitors must report to the designated entrance, sign in.
- Children will only be released to individuals authorized by the parent or legal guardian and listed on the child's emergency and authorization forms, IDs may be requested.
- Staff monitor entrances and promptly address any unauthorized or suspicious persons on the premises. Law enforcement will be contacted if necessary.
- Staff receive training on center security procedures, emergency response, and maintaining a safe environment for children.

These procedures help ensure that only authorized individuals have access to the center and that the safety of children remains the highest priority.

CONTACT INFORMATION

For safety reasons and to keep you up-to-date with information regarding your child, it is important that you keep Head Start informed of your address or phone number changes, as well as any changes to the emergency contact information you provided.

CUSTODY

Sharing information about difficult situations such as a divorce, separation, or remarriage may be necessary in order for the HARCATUS Head Start staff to meet the needs of your child. If you need to share such information, it will always remain strictly confidential. The center must be furnished with filed, executed, and current documents. In case of conflicts, the proper authorities will be contacted. Educational information about the child will be shared with the parent who enrolled the child. It will be the responsibility of the shared parenting participants to share the information.

In situations where there is no agreement between parents who have joint legal custody and time is of the essence, we will resolve the conflict in favor of what we perceive to be in the best interest of the child. We will then notify both parents of the decision, unless there is some court order telling us not to.



APPROACH TO DISCIPLINE

Regulation Reference: 45CFR Part 1304.21 (A) (3) (C)

Program Objective: Provide an approach to Child Discipline in alignment with the HARCATUS HS Philosophy for all staff and volunteers to follow. When it comes to correcting a child's misbehavior, there's a big difference between punishment and discipline. While punishment focuses on making a child suffer for breaking the rules, discipline is about teaching them how to make a better choice the next time. According to Dr. Becky Bailey, founder of Conscious Discipline, "Discipline isn't something you do to children, it's something you develop in them". Ours is a discipline policy, not a punishment policy. We believe most behavior problems are solved by thorough curriculum planning, classroom arrangement, and meeting children's needs. All staff will use discipline rather than punishment to create an environment that teaches social emotional skills and promotes resilience for children, staff, and families.

1. Behavior is a form of communication. Taking the time to understand what the behavior is trying to communicate to you will help you know how to best address it. Be aware that it may be something outside the child – your response, something in the environment/routine, and so on.
2. Conflict or disobedience is a sign of missing skills or a call for help. These are opportunities to teach children what we want them to do. MAP (Model, Add Visuals and Practice) what you want children to do.
3. Notice children and focus on what you want them to do with the goal always being safety. Say "Do this" rather than "Don't do that".
4. Cooperation follows connection! Taking the time to build a positive connection with a child will make them more willing to cooperate with you. Friendly playfulness can inspire a willingness to learn social skills.
5. Be aware of your own feelings and emotional triggers. Practice Q.T.I.P. – Quit Taking It Personally. Shift your attention, calm down, and see the situation differently.
6. Take a deep breath and model active calming during conflict or upset. Children will learn from your example.
7. Facilitate managing emotions before addressing the behavior or conflict. Use phrases like "You are safe, breathe with me. You can handle this!"
8. Encourage children by noticing and describing what you see instead of placing judgement on their actions.
9. When redirecting a child, offer two positive choices to reinforce the power of free will while providing the children with the behaviors you want to see. For example, "you may walk or hop to the bathroom. Which works best for you?"
10. Demonstrate assertiveness when providing guidance and structure to children. Honesty, sincerity, and fairness can instill faith and trust in your guidance.
11. Teach children the skills of assertiveness by coaching them through disagreements with peers.
12. Acknowledge children's feelings and emotions and help them work through the feelings with active calming, restatement of the feelings and coaching on ways to handle their upset.
13. Give a child time to do what you have asked. They don't think as quickly as you do.
14. Reconnect with the child after the conflict is resolved.

15. Re-directing, distraction, diverting, and ignoring inconsequential behaviors shall be utilized as much as possible.
16. These positive methods or techniques of discipline will be used by any and all persons (paid or volunteers) on Head Start premises or at activities.
17. Staff, parents, and volunteers will **NEVER** do any of the following:
    a. Use corporal punishment;
    b. Use isolation to discipline a child;
    c. Bind or tie a child to restrict movement or tape a child's mouth;
    d. Use or withhold food as a punishment or reward;
    e. Use toilet learning/training methods that punish, demean, or humiliate a child;
    f. Use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child;
    g. Physically abuse a child; use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child's family; or,
    h. Use physical activity or outdoor time as a punishment or reward.

Staff members observing inappropriate disciplinary techniques should report violations to the Director or Management staff.

Ohio Department of Job and Family Services Child Care Licensing Child Guidance and Management for Licensed Child Care Centers. (Rule 5101:2-12-19, Appendix A) will be adhered to at all times.



CHILD ABUSE REPORTING

All HARCATUS Head Start center staff will be trained in the recognition and reporting of child abuse and neglect (a minimum of 6 hours initially and 3 hours refresher every 3 years).

All HARCATUS Head Start employees are mandated to report alleged child abuse and neglect according to Ohio Revised Code—Division (a)(1) section 2151.421 3103. Any HARCATUS Head Start staff member who suspects a child has been abused or neglected will report that suspicion to the Department of Job & Family Services/Children's Protection Services or the local authorities immediately.

All employees will follow the Child Abuse and Neglect Reporting Policy and Procedure.

A copy of the Ohio Revised Code Law mandating child care workers to report suspected abuse or neglect is available at the central office.

EMERGENCY PREPAREDNESS

HARCATUS Head Start has created plans for general emergencies and serious incidents while children are in the center's care. In the event of a fire or tornado, staff will follow the written instructions posted in each classroom that describe emergency evacuation routes and safe place locations. Staff will maintain the attendance records at all times and check attendance at the safe place location. In order to prepare children for the unlikely need to evacuate, the center conducts monthly fire drills and periodic tornado and safe and quiet (Lock Down) drills. Should we need to evacuate the area due to weather threat, gas leak, bomb threat, or any threat of violence, the children will be taken to either routine field trip location (listed on the "Family Agreement" form signed during the Initial Home Visit). Incident/injury reports will be completed as required by ODJFS licensing rule 5101:2-12-34.

The teacher and staff at each center are committed to keeping children safe and will follow the HARCATUS Head Start Emergency Plan in the event of an emergency or crisis situation.



Usage of emergency medical devices and emergency medications, including but not limited to Automated External Defibrillators (AED) and Naloxone, if applicable.

HARCATUS Head Start is committed to maintaining a safe environment for children, staff, and visitors. Emergency medical devices and emergency medications, when available, will be maintained, stored, and used in accordance with Ohio Department of Children and Youth (DCY) licensing requirements, manufacturer instructions.

If the center maintains emergency medical devices or medications, including but not limited to an Automated External Defibrillator (applicable)and Naloxone (Not applicable), the following procedures apply:

- Emergency medical devices and medications will be stored in designated, secure, and readily accessible locations.
- Devices and medications will be inspected regularly to ensure they are in working condition and have not expired.
- Staff authorized by the center and trained in the proper use of these devices or medications may administer them during a medical emergency in accordance with their trainin.
- Emergency Medical Services (911) will be contacted immediately whenever an emergency medical device or emergency medication is used.
- Parents or legal guardians will be notified as soon as possible if emergency medical treatment is provided to their child.
- Documentation of the incident and the use of any emergency medical device or medication will be completed and maintained according to program procedures and Ohio DCY requirements.

ENROLLMENT

1. ADMISSIONS

A child will be considered for enrollment in Head Start only after all necessary paperwork has been submitted and eligibility and availability in the centers has been confirmed by the central office. This includes basic enrollment information as well as health information. Any change in this information must be communicated to the central office or your child's center immediately to ensure that current information is always on file. This is for the safety of your child.



2. FALSIFICATION OF INFORMATION

Acceptance into the HARCATUS Head Start Program is based on income eligibility (set by the Federal Poverty Guidelines), selection criteria, and other federal regulations. It is our goal to enroll children and families with the greatest need for Head Start services. Falsification of information to gain entry into the Head Start program may result in termination from the program as well as legal action.

3. FEES

HARCATUS Head Start is a program offered to parents AT NO COST. At no time throughout the school year will you be asked to pay for field trips, activities, or pictures.

FOSTER GRANDPARENT PROGRAM

HARCATUS Head Start is collaborating with COAD's Foster Grandparent Program to offer additional help for children in our centers. The Foster Grandparent Program is designed to be meaningful to the Foster Grandparent and to provide support and companionship to the children they serve. Children will benefit enormously from the emotional support they get from the Foster Grandparents. Foster Grandparents will effectively contribute to the children's growing sense of self and feelings of self-worth. We welcome the Foster Grandparents with open arms!



COMPLAINT PROCEDURE

HARCATUS Head Start is committed to handling complaints quickly, seriously and confidentially.

The Complaint Procedure is as follows:

- If you have an issue or complaint, talk to your child's teacher.
- If the complaint is unresolved, contact the Head Start Director at 740-922-0933, ext 228.
- The Director will make every attempt to resolve the complaint.



When the person filing a complaint does not know the staff affiliated with the complaint they may contact the Head Start Director. The Director and person filing a complaint will make every attempt to resolve the complaint. If a resolution can't be reached, the complaint will reach the Executive Director at a.kerns@harcatus.org.

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK & ONGOING ASSESSMENT

The Office of Head Start has designed this framework to represent the continuum of learning for children 0-5 years of age. It is grounded in comprehensive research regarding what young children should know and be able to do during these formative years. It is intended to guide our program in designing and implementing foundational learning experiences for all young children preparing them to be school ready. For preschoolers, learning is focused on these domains and sub-domains: Approaches to Learning, Social & Emotional Development, Language & Literacy including Communication, Cognition including Mathematics Development & Scientific Reasoning, and, Perceptual, Motor, & Physical Development. We measure our progress toward the Framework through Teaching Strategies' 38 GOLD Objectives for Development & Learning. Teachers measure child progress toward these objectives at three seasonal checkpoints—fall, winter, and spring—reviewing collected observation notes, work samples, interactions with children, etc. These assessments occur throughout daily activities and routines rather than test-like situations. Information gained from assessment will be used to plan individualization activities to help each child progress to the next level of development and prepare for kindergarten. As an agency, assessment information is used to guide training for teachers, materials to purchase for the classroom, and parent outreach.

HEALTH SERVICES

HARCATUS Head Start recognizes the importance of a healthy child as these are critical years for learning.

To ensure your child reaches his/her best learning outcomes, the following examinations are required:

1. PHYSICAL EXAMINATION

Well child record documentation is needed to determine health status as required by Head Start performance standards. A current Physical Examination, signed by a physician or certified nurse practitioner is required to be submitted within 90 days of your child's first day. The Physical Exam must be updated annually thereafter.

If your child's immunization record is not provided to the center staff within that timeframe, your child will not be allowed to be in attendance and you will receive a notification letter identifying when your child's enrollment slot will be considered vacant. The immunization record is needed annually, within 30 days of your child's first day. This action is not expulsion. It is considered voluntary withdrawal from the program for not meeting enrollment requirements. The immunization record must be updated annually.

2. DENTAL EXAMINATION:

A current Dental Examination is required to be submitted within 90 days of your child's first day, and updated bi-annually thereafter.

Please contact your child's Family Advocate if we can assist you with making appointments or transportation.

3. HEALTH DEVELOPMENT

On the Initial Home Visit, the teacher and parent will complete the ASQ:SE-2, a social/emotional development screening. All children enrolled will be screened within 45 days by the center staff in order to identify health (hearing, vision, height, weight) and developmental (communication, gross motor, fine motor, problem-solving, personal-social) concerns in accordance to Head Start Performance Standards. The screenings will consist of completing observations and/or asking the child to participate in activities. Parents will be informed of the results by the Head Start staff and at any time further evaluation is needed.

Medical records are kept for each child at the center including a health history, immunizations, physical, dental, required screenings, health care plans, referrals, and follow-up treatment documentation to help keep track of each child's health status. Parents who wish to waive immunizations for their children, whether medical or religious reasons, **MUST** fill out an Immunization Exemption Form. These forms must be updated annually. Any family signing an Immunization Exemption Form will be provided with information/education about the childhood immunizations and risks of diseases and outbreaks.

On a daily basis, the center staff stress the importance of and practice good hygiene and good health habits. Children will routinely wash their hands and brush their teeth with staff guidance. The children will benefit from these healthy practices and are encouraged to continue them at

home.

4. COMMUNICABLE DISEASES

HARCATUS Head Start center employees are trained to recognize the common signs for communicable diseases and other illnesses and shall observe each child daily. The following precautions shall be taken for children suspected of having a communicable disease:

1. The staff shall immediately notify the parent/guardian of the child's suspected condition. An Incident/Injury Report will be completed to assess the child's condition and given to the parent.

2. A notification letter via Learning Genie, will be sent home with each child who has been exposed to a confirmed communicable disease as well as an informational sheet regarding the communicable disease. The identity of the diagnosed child will remain confidential.

3. A child with any of the following signs or symptoms of illness shall be immediately isolated and discharged to their parent/guardian. It may be recommended that the child follow-up with a physician before re-entry.
   - Diarrhea (3 or more abnormally loose stool within a 24 hour period)
   - Vomiting
   - Severe coughing, causing child to be red or blue, whooping sound
   - Difficult or rapid breathing
   - Yellowish skin or eye
   - Redness of eye, discharge, matted lashes, burning, itching, swollen eyes
   - Temperature of 100° F taken axillary when in combination with any other sign of illness
   - Untreated infected skin patch(es), unusual spots/rashes
   - Unusually dark urine and/or grey or white stool; discomfort upon urination
   - Stiff neck with elevated temperature
   - Sore throat, difficulty swallowing
   - Evidence of untreated lice, scabies, fleas, or other parasitic infestations

4. Staff will follow the Ohio Department of Health "Child Day Care Communicable Disease Chart" for appropriate management of suspected illnesses which is posted in each center.

5. A child isolated due to suspected communicable disease shall be:
   - Cared for in a room or portion of a room not being used for other types of child care
   - Within sight and hearing of an adult at all times.
   - Made comfortable and provided with a cot. All linens and blankets used by the ill child shall be laundered before being used by another child. After use, the cot shall be disinfected with an appropriate germicidal agent, or if soiled with blood, feces, vomit, or other body fluids, the cot shall be cleaned with soap and water and then disinfected with an appropriate germicidal agent.
   - Observed carefully for worsening conditions.
   - Discharged to parent/guardian or person designated by the parent/guardian as soon as practical.

6. The HARCATUS Head Start Policy regarding the care of a "mildly ill child" is defined as one of the following:
   - A child who is experiencing minor common cold symptoms, or
   - A child who does not feel well enough to participate in activities, but who is not exhibiting any of the symptoms specified.

5. HEAD LICE

When a child is suspected to have head lice, a designated staff person will check the child and all other children in the classroom in a discrete and confidential manner.

Staff will notify parents when live lice and/or nits (eggs) are found on their child and will refer their child to their primary care physician for proper treatment of lice. A fact/information sheet describing head lice, how it is spread, and measures to control the spread will be given to the child's parents. The parents (or emergency contacts) will be required to pick up the child when live lice are found but may return once treatment has begun (according to the Licensing Rules of Child Care Centers).

Staff will send notices to all parents informing them when a case of head lice was identified in their child's class (without disclosing the name of a child to ensure confidentiality). Staff will also take standard precautions to avoid the spread of lice.

6. HEALTH CONDITIONS

The Head Start staff will work with parents to develop health care plans and administration of medication forms for children with special health conditions including modified diets, food supplements, medications, and topical products required at Head Start. Health care/RFAM plans outline how to best care for the child while at Head Start before the child is enrolled whenever possible.

HARCATUS Head Start strongly believes that the parent is responsible for making alternative arrangements to administer medications, food supplements, and modified diets. When alternative arrangements cannot be made, parents will be responsible for obtaining appropriate documentation from the treating physician or medical provider, training the Head Start center staff, and completing required forms. Epi-Pens, inhalers, or other emergency medications needed for emergency situations must accompany the child to the center. A child that requires any of these **will not be able to attend class until they are supplied to the center**. If they are not supplied within ten calendar days of the first day of class, the child will be placed on a waiting list until all safety measures can be met and there is an available opening.

HARCATUS Head Start follows the ADA compliance for administering medication and care procedures to children with disabilities.



7. SAFETY

1. NO child shall ever be left alone or unsupervised. All staff will practice active supervision where they are actively engaged in conversation and interacting with children, physically maintaining sight and sound supervision of children.
2. Children will only be released to the parent/guardian or persons identified by the parent/guardian on the Child Enrollment & Health Information form. Children can only be released to a person who is 16 years or older. Staff will ask for personal identification to ensure the person is an approved release person.
3. Parents who transport or who authorize anyone else (their designee) to transport their child, other than Head Start, are responsible for the child's safety until the child is physically brought to a staff member and signs the child in upon arrival. Likewise, anytime a parent or their designee picks up a child from the center, the adult needs to come into the classroom, tell a staff member they are taking the child and then sign the child out. For children transported on the bus, Head Start staff takes responsibility for each child upon the parent's exit from the bus. Head Start staff supervise the arrival and departure of children from the bus into the center and back to the bus at the end of the day. The parent or their designee takes responsibility for their child when the adult arrives at the bus to get their child as the child exits the bus door.
4. There is immediate access at all times to a working phone in each center, as well as a cell phone on each bus.
5. Monthly fire drills are held at varying times each month. Tornado drills are held March-September. Safe & Quiet (Lock Down) Drill held quarterly. A record of all safety drills is posted at the center.
6. A fire emergency and weather alert plan is posted in each classroom which explains actions to be taken and staff responsibilities in case of a fire emergency or weather alert. A diagram showing evacuation routes is also posted.
7. At least one person trained in First Aid, Communicable Disease, and CPR is on the premises daily. All staff have or will acquire First Aid Training, Communicable Disease, and CPR.
8. Swimming pools or wading pools are not permitted on Head Start premises. Parents will be notified via routine/special field trip permission slips when there is water present at field trip locations. HARCATUS Head Start will not sponsor swimming activities on site nor on field trips.
9. When accident or injury occur, or when an incident occurs involving emergency transportation, an incident report shall be issued to the parent including HARCATUS staff signature.
10. Health Care Plans are written for identified children with special health conditions (for example, those with allergies or asthma). Copies are kept in the center and on the bus, and are taken on walking trips as well. Emergency medications are kept at the center and are taken on field trips and bus routes.
11. The use of balloons is not permitted when children are in attendance at the center.
12. The use of spray aerosols is not permitted when children are in attendance at the center.
13. A staff member will immediately notify the local protective services agency when the staff suspects that a child has been abused or neglected.
14. Each center has detailed plans available for review regarding general emergencies, serious incidents, injuries, or illnesses, and emergency evacuation.



8. SCREENING POLICY

Each child will receive health and developmental screenings within set time frames to identify those children who need further evaluation including:

	Screening	Timeframe	Completed by
Required Yearly Screenings	Physical/Medical Statement	90 days of program entry and annually thereafter	Physician or licensed nurse practitioner
	Hearing	45 days of entry	Head Start Staff
	Vision	45 days of entry	Head Start Staff
	ASQ:SE-2 (social emotional)	Initial home visit/45 days of entry	Head Start Staff with the Parent
	ASQ-3 (developmental)	45 days of entry	Head Start Staff and Parent
	Articulation	45 days of entry	Head Start Staff
	Growth Assessments	2 times per year	Head Start Staff
	Dental	90 days of program entry and every 6 months thereafter	Dentist
Required once since birth	Lead & Hemoglobin	90 days of entry	Physician or RN

Results of screenings are shared with parents at the initial parent-teacher conference. When a referral is identified based on screening scores/information, the teacher completes a home visit with the family. Teachers utilize screening information to individualize each child's educational experience. Lesson plans and activities are planned based on needs identified through the screening process as well as observation and ongoing assessment information.

All children enrolled in Head Start who are suspected of having a disability, either through parental and/or staff concerns or when the scoring results of the developmental and/or health screenings fall outside of norms identified on the screening tool, must first be referred to the school district of residence or Local Education Agency (LEA) for further evaluation. Developmental and health screenings include the ASQ-3, ASQ:SE-2, articulation, hearing, vision, physical/medical statement, dental, and the BMI heights & weights growth assessment. A referral may only be initiated with parental consent.



9. SOCIAL, EMOTIONAL SERVICES

HARCATUS Head Start recognizes the importance of promoting a supportive and emotionally healthy environment for children and families. The Education Manager helps to ensure an emotionally healthy Head Start environment. Staff are provided with various activities and resources to help children learn how to identify and name their feelings, how to solve problems without violence, and how to feel good about who they are. **Parents are encouraged to talk to the staff about these activities and resources.**

Conscious Discipline is the social/emotional framework practiced throughout HARCATUS Head Start. The principles begin with each one of us. They empower classroom staff and children with self-control and teach skills to respond to any conflict in the classroom. They help to promote a safe and secure environment by helping children to have a "Brain Smart Start", being peaceful, free to learn, and to cooperate and help each other.

In the classrooms, you will see a variety of structures and activities to help support this positive "School Family" environment. Some of these will include:

* Friends & Family Board
* Ways to Be Helpful Board
* Kindness Tree
* I Love You Rituals
* Class Meetings
* The Safe Keeper
* Breathing Icons
* Wishing you Well
* We Care Center
* Safe Place
* Brain Smart Start
* Job Board
* Celebration Center

In addition to Conscious Discipline interwoven throughout the classroom environment and activities, Conscious Discipline Parenting courses will be offered throughout the year.

10. SPECIAL NEEDS SERVICES

Results from required health and developmental screenings completed and/or the concerns of parents and staff help to identify those children who may need further evaluation. An Individual Education Program (IEP) will be developed with written parent permission for those children who qualify to receive services. The parents, staff, and professionals will work as a team to determine the proper placement for the child to receive services and to create goals and objectives that best meet the needs of the child.

Parent input is crucial in planning a child's learning experience. No child who qualifies for services will be denied placement on the basis of disability or severity.

Children with special needs are included in and participate in all program activities. Parents are encouraged to participate in the classroom as professionals are working with their child, in order to carry over the same goals in the home. In addition, any questions or concerns regarding services to children with special needs can be directed to the Education Manager at the Administrative office.

Children with special needs may require special transportation accommodations. Please talk with your teacher so the proper arrangements can be made with the Transportation and Maintenance Manager prior to your child riding the bus.

11. NOTICE OF USE OF PRIVATE HEALTH INFORMATION

(Effective April 14, 2003)

PROTECTING YOUR PRIVACY	**This notice describes how medical information about your child may be used and discussed and how you can get access to this information. Please review it carefully.**
USE AND DISCLOSURE OF YOUR HEALTH INFORMATION	HARCATUS Head Start understands it is important to protect the privacy of your child's health information. We are committed to protecting your child following all laws regarding the use of their health information. The law states we may use your child's information to: 1. Provide treatment. 2. Share information with other agencies. 3. Conduct healthcare.
TO PROVIDE TREATMENT	HARCATUS Head Start may use your child's health information to coordinate care within the agency and with others outside the agency involved in your child's care, such as doctors, therapists and social workers who care for you.
OTHER INSTANCES WHEN WE MAY RELEASE INFORMATION	The following list details circumstances under which and purposes for which we may release your child's health information: When it is required by any federal, state or local law. When there are risks to public health in order to: prevent, control or report disease or injury. To the police when they are investigating a crime, when child abuse is suspected or when the court orders us to do so. To the government and other regulatory agencies to review agency performance during certification surveys.
WHAT IF MY CHILD'S HEALTH INFORMATION NEEDS TO GO SOMEWHERE ELSE?	If the agency needs to send your child's health care information for reasons other than those stated above, you may be asked to sign a separate form called a "Consent to Release Information" form. The authorization form tells us what, where and to whom the information must be sent. The form is good for sixty days or the date you put on the form. You can cancel or limit the amount of information sent at any time by letting us know in writing.
MAY I REQUEST RESTRICTIONS?	Yes. You may request restrictions on certain uses and disclosures of your child's health information. You may request a limit on the agency's disclosure of your child's health information to someone who is involved in your care or the payment of your care. However, the agency is not required to agree to your request. To request restrictions, please contact Alison Kerns, Executive Director/Privacy Officer at 740-922-0933. We will attempt to honor reasonable requests.
WHAT IF I THINK THE HEALTH INFORMATION IS INCORRECT?	If you think some of the information is incorrect you may ask in writing that it be amended or that new information be added. A request to amend your child's record should be sent to: **Alison Kerns, Executive Director/Privacy Officer** **HARCATUS Tri-County C.A.O., Inc.** **821 Anola Street Dover, Ohio 44622** The agency may deny the request to change the record if the request is not in writing or does not include a reason for the amendment.
HOW CAN I FIND OUT IF MY HEALTH INFORAMTION HAS BEEN RELEASED?	To find out if your child's health information has been released for reasons other than treatment, payment, or operations you may request an accounting in writing to the above address and Privacy Officer.
WHAT ARE THE DUTIES OF THE AGENCY?	We are required by law to maintain the privacy of your child's health information and to provide you this notice of your duties and privacy practices. We are required to abide by the terms of this notice as may be amended from time to time. We reserve the right to change this notice.
MAY I HAVE A COPY OF THIS NOTICE?	This notice is yours and describes how we will use and disclose your child's health information. You can find an up-to-date copy of this notice posted in our main office, or posted in our Head Start centers. You may also call the agency and the most recent privacy notice will be sent to you. Please call the Privacy Officer, Alison Kerns, at 740-922-0933 to request a copy.
WHAT WILL HAPPY TO ME IF I FILE A COMPLAINT?	We will not discontinue services or retaliate in any other way if you file a complaint. You have the right to express complaints to our agency and to the Secretary of the Department of Health and Human Services if you believe that your child's privacy rights have been violated. We encourage you to express any concerns you may have regarding the privacy of your information.
COMPLAINTS OR QUESTIONS	If you have any questions about this notice or you think that we have not protected your child's private health information and you wish to complain about it, please contact: **Alison Kerns, Executive Director/Privacy Officer** **HARCATUS Tri-County C.A.O., Inc.** **821 Anola Street Dover, Ohio 44622** You may also complain to the federal government by calling the Office for Civil Rights at 800-368-1019.

12. HEALTHCHEK

Healthchek is Ohio's Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) benefit.

Individuals that are covered by Ohio Medicaid can receive important preventive services through Healthchek, including:

- physicals
- hearing, vision, dental screenings
- nutritional screenings
- mental health screenings
- developmental screenings
- vaccinations and
- blood lead screenings.



Any doctor that accepts Medicaid can provide Healthchek services. Ask your doctor to give your child a Healthchek exam.

Healthchek support services are also available to help you with making appointments, transportation and referrals to community services for food, clothing, and other needs.

13. APPLY FOR HEALTHCARE

For more information about Healthchek or to apply for benefits, contact your County Department of Job and Family Services:

- online at **Benefits.Ohio.Gov** or **Medicaid.Ohio.Gov/Healthchek**
- by phone at (800)324-8680, or
- contact your Medicaid managed care plan, or
- in-person at your County Department of Job and Family Services
    - Find your local office at **JFS.Ohio.Gov/County**

Call the Medicaid Consumer Hotline at (800) 324-8680 for help completing an application or other questions.

Additional information is available at **Medicaid.Ohio.Gov**



NUTRITION SERVICES

1. CHILD AND ADULT CARE FOOD PROGRAM

Good nutrition today means a stronger tomorrow!

Building for the Future with CACFP



This day care 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?

[Here is space for the State agency and sponsoring organization to add contact information]

Learn more about CACFP at USDA's website:

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

USDA is an equal opportunity provider, employer and lender.

United States Department of Agriculture
Food and Nutrition Service FNS-317
November 2019

2. WOMEN, INFANTS, AND CHILDREN (WIC)

The Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) provides Federal grants to States for supplemental foods, health care referrals, and nutrition education for low-income pregnant, breastfeeding, and non-breastfeeding postpartum women, and to infants and children up to age five who are found to be at nutritional risk.

WIC is a nutrition education program. WIC provides nutritious foods that promote good health for women who are pregnant, breastfeeding, or have a baby less than 6 months old. Infants and children up to 5 years old are also 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

WIC Office Contact Information:

Harrison County: (740) 942-2151

Carroll County: (330) 627-8875

Tuscarawas County: (330) 343-5555

OHIO WIC
Women, Infants, and Children Program

3. MEALS & SNACKS

HARCATUS Head Start Preschool participates in the USDA Child and Adult Care Food Program as the primary source of reimbursement for meals for Head Start Children.
Every child in a part-day program will receive a quantity of food in meals and snacks which provides at least 1/3 of the daily nutritional needs with consideration for meeting any special needs of children.
Every child in a duration program will receive breakfast, lunch, and snack.

The kinds of food served conform to minimum standards based on the USDA meal pattern requirements, and are approved by a registered dietitian.

Breakfast: Milk (6 oz.), Vegetable/Fruit or Juice (1/2 cup), Grains/ Bread (1/4 cup or ½ slice), meat/ meat alternates maybe offered in place of the grain requirement, up to 3 times per week.

Lunch: Milk (6 oz.), Meat/Meat Alternate (1 1/2 ounce), Vegetable (1/4 cup), Fruit (1/4 cup), or 2 different vegetables, Grains/Bread (1/4 cup or 1/2 slice)

Snack: (select 2): Milk (4 oz.), Meat/Meat Alternate (1/2 ounce), Vegetable (1/2 cup), Fruit (½ cup), Grains/Bread (1/4 cup or 1/2 slice)

The meal meets the requirements of Rule 5101:2-12-61 of the Administrative Code. "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, Room 326-W, Whitten Building, 1400 Independence Avenue SW, Washington D.C. 20250-9410 or call (202)720-5964 (voice and TDD). USDA is an equal opportunity provider and employer."

4. SNACKS FROM HOME

Health laws prohibit us from allowing snacks from home to be brought to the centers.
We request that parents:

- ♦ Do not send food from home or store bought. Approved menus are served.
- ♦ Potlucks or treats brought from home during regular sessions of children are not allowed.

Leftover food from meals and snacks at Head Start may not be taken out of the center due to safety regulations.

5. HEALTHY CELEBRATIONS

Providing healthy classroom celebrations demonstrates a school commitment to promoting healthy behaviors and to ensure the safety of children with food allergies.

Consider sharing your child's favorite book in the classroom, doing music and movement with the children, or doing a special art project with the children as a way of celebrating your child's birthday with the classroom.



6. USDA NON-DISCRIMINATION STATEMENT

In accordance with federal civil rights law and USDA civil rights regulations and policies, the USDA, its agencies, offices, employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the state or local agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at How to File a Program Discrimination 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, Mail Stop 9410, Washington, D.C. 20250-9410;
2. **Fax**: (202) 690-7442; or
3. **Email**: program.intake@usda.gov.

USDA is an equal opportunity provider, employer, and lender.

PARENT ENGAGEMENT

By participating in your child's school experience, you are the key to helping your child develop to their fullest potential. Children beam with pride when their parents join them in the classroom. Your participation is expected as we want what is best for you and your child in our program.

HARCATUS Head Start provides the following ways you may want to be involved in your child's Head Start experience:

1. Participation in the process of making decisions about the nature and operations of the program (examples: Policy Council or Parent or Advisory Committees).
2. Participation in the program as a volunteer.
3. Activities for parents which you can help to develop (examples: Parent Trainings, Parent Activity Days, and Special Events).
4. Actively join in your child's educational experiences by being involved during home visits and socialization. We will send home activities that you can complete with your child as well as general information about what's happening in the classroom.
5. Maintain a home-school connection. We look forward to frequent communication with you in writing, by phone, conferences, and home visits. It's important to keep us informed of what's happening in your family life. With this knowledge, we can respond appropriately to your child's needs and interests which will lead to a better learning environment for your child.
6. Families will be offered activities, resources, and communication through Learning Genie.

HARCATUS Head Start follows the Head Start Program Performance Standards, which are available at each center or by visiting the website headstart.gov.

1. POLICY COUNCIL

The Head Start Policy Council is set up at the grantee level. It is made up of parents and representatives of the community. At least 51% of the Policy Council must be parents of children currently enrolled in Head Start. All parents serving on Policy Council must be elected by parents of Early Head Start/Head Start Preschool children currently enrolled in the Program.

Policy Council represents the needs and concerns of all Head Start Parents. It is a privilege, and also a responsibility, to be chosen by the parents. Serving on Policy Council is a very interesting experience for those who serve. Policy Council members will be elected at your Parent Club meeting in September.

In addition to current Early Head Start/Head Start Parents, we have Community Representatives to round out the Policy Council. We have three Community Representatives on our HARCATUS Head Start Policy Council. There is a minimum of one from each of the three counties we serve.

2. FOCUSING ON FATHERS



Greetings Dads! Do you know that children with involved, loving fathers are significantly more likely to do well in school, have healthy self-esteem, and exhibit empathy and pro-social behavior? Come join us for Focusing on Fathers evenings. These evenings, we, as dads, share conversations about being Dads and explore ways to enhance the relationship with our children. All Dads, Stepdads, Father Figures and Grandfathers will gather for these evenings together.

3. CONSCIOUS PARENTING CLASSES

Conscious Discipline is a research-based program that helps adults stay calm enough to see misbehavior and upset as a signal to teach instead of punish; it then provides effective strategies for teaching social-emotional and life skills to children. The three core components of Conscious Discipline are safety, connection and problem solving. **Safety,** through self-regulation, enhances adults' and children's ability to recognize and manage emotional upset. **Connection,** builds relationships to change adult and child perceptions, increase cooperation, and increase the willingness to learn and practice new skills. **Problem-Solving,** through changing our response to conflict, boosts adults' and children's ability to adapt to changing situations (resiliency).

We know parents are at their best when they are consciously aware of how they parent, we have chosen to call this training Conscious Parenting. The goal of this training is to help parents and caregivers become familiar with Conscious Discipline and begin their own journey of examining their parenting strategies and philosophies while learning a more effective way of disciplining their children for the long haul, rather than just for the moment. Since we believe that parents are their child's first and most important teacher, we offer **Conscious Discipline** training to families so that they can create a healthy connection with their children that will last a lifetime.

4. VISITING THE CENTER



Parent(s)/guardian(s) 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 Teacher of his/her presence. No documentation is required to be on file when the parent/guardian is working with their child at the center. However, if a parent/guardian wishes to volunteer helping other children with hand washing, tooth brushing, meal times, classroom activities, etc., ODJFS requires the following documentation to be on file at the center;

- Current BCI and FBI background checks
- Current Medical Statement

Please call your Family Advocate to begin the process!

5. PARENT RIGHTS & RESPONSIBILITIES

MY RIGHTS AS A HEAD START PARENT	MY RESPONSIBILITIES AS A HEAD START PARENT
1. To take part in major policy decisions affecting the planning and the operation of the program.	1. To learn as much as possible about the program and to take part in major policy decisions.
2. To help develop adult programs which will improve daily living for me and my family.	2. To accept Head Start as an opportunity through which I can improve my life and my children's lives.
3. To be welcome in the classroom.	3. To take part in the classroom as an observer, a volunteer, or a paid employee, and to contribute my services in whatever way I can toward enrichment of the total program.
4. To choose whether or not I participate without fear of endangering my child's right to be in the program.	4. To provide parent leadership by taking part in elections, to explain the program to other parents and encourage their full participation.
5. To be informed regularly about my child's progress in Head Start.	5. To welcome teachers and staff into my home to discuss ways in which parents can help their children's development at home in relation to school experiences.
6. To always be treated with dignity and respect.	6. To work with the teacher, staff, and other parents in a cooperative way.
7. To expect guidance for my child from Head Start teachers and staff, which will help his total individual development.	7. To guide my children with firmness, which is both loving and protective.
8. To be able to learn about the operations of the program, including the budget and the level of education and experience required to fill various staff positions.	8. To offer constructive criticism of the program, to defend it against unfair criticism, and to share in evaluating it.
9. To take part in planning and carrying out programs designed to increase my skill in areas of possible employment.	9. To take advantage of programs designed to increase my knowledge about child development and my skills in areas of possible employment.
10. To be informed about all community resources concerned with health, education, and the improvement of family life.	10. To become involved in community programs which help to improve health, education, and recreation for all.

CLASSROOM OPERATIONS

1. PHYSICAL DEVELOPMENT/OUTDOOR PLAY POLICY

HARCATUS Head Start Preschool will provide outdoor play each day that weather conditions are suitable for children. Children participate in outdoor play when temperatures are between 25-90 degrees. Please make sure your child is dressed appropriately based upon the weather. When conditions are not suitable for outdoor play, indoor large muscle play will be provided to promote physical development.

2. RATIO & LICENSED CAPACITY

ODJFS Child Care Licensing Requirements for Adult-Child Ratio		**Max Group Size**
3 year old children	1:12 or 2:13-24	24
4 year old children	1:14 or 2:15-28	28

Head Start classrooms will be staffed by a teacher and a teacher's aide at all times. When possible, a third staff person and/or volunteer will also be present. All of our Head Start Centers are Step Up To Quality Star Rated, therefore we maintain a 1:10 ratio at all times.

Each of the HARCATUS Head Start centers are licensed to operate legally by the Ohio Department of Job & Family Services (ODJFS). The licensing record includes, but is not limited to, compliance report forms and evaluation forms from the Health Department and Fire Departments that inspected the center. This information, as well as the laws and regulations, are available for review from your center's teacher. Licensing records, compliance report forms, complaint investigation reports and evaluations from building and fire are available at the center and for review from ODJFS by visiting them on the web at http://jfs.ohio.gov/cdc/childcare.stm. The toll free phone number to report child care licensing violations is 1-866-635-3748.

3. SCHEDULE SAMPLES

Schedules may vary from location to location. A copy of your child's schedule is posted at the center. The administrator's hours of availability and child/staff ratios are posted in a noticeable place in the center for review.

Duration

8:30	Arrival/Welcome
8:45	Breakfast/Tooth Brushing
9:25	Songs/Story
9:45	Independent Exploration
10:45	Clean Up
10:55	Outdoors/Gross Motor Activities
11:25	Handwashing/Bathroom
11:35	Quiet Time
11:50	Handwashing/Transition to Lunch
12:00	Lunch
12:30	Transition to Small Groups
1:00	Independent Exploration
2:00	Clean Up
2:10	Music & Movement
2:20	Walk//Gross Motor/Movement
2:50	Handwashing/Snack
3:20	Closing/Goodbye Song/Coats
3:30	Departure



Double Session

A.M.		P.M.
8:00	Arrival/Welcome	1:00
8:15	Breakfast or Lunch/Tooth Brushing	1:15
8:40	Story/Circle Time	1:40
8:50	Journals	1:50
9:00	Independent Exploration	2:00
10:00	Clean-Up	3:00
10:10	Music & Movement	3:10
10:20	Outdoors/Gross Motor	3:20
10:50	Handwashing/Transition to Lunch or Snack	3:50
10:55	Lunch/Snack	3:55
11:20	Closing/Goodbye Song/Coats	4:20
11:30	Departure	4:30

4. SCHOOL CLOSINGS

Safety is our first concern. If weather conditions make it unsafe to drive the bus in some areas, the Bus Driver will use her/his own judgment in running the routes. The driver will only transport children she/he can ***safely*** transport. If a bus will not be in route, all families will get notified on Learning Genie.

When all HARCATUS Head Start Centers are to be closed, it will be announced through Learning Genie. If text messaging is not available, staff will contact the family to share the closing information.



5. SCHOOL READINESS GOALS

HARCATUS Head Start has identified the following overarching school readiness goals for children. These goals align with and support Ohio Department of Education's Early Learning & Development Standards as well as the Federal Head Start Early Learning Outcomes Framework.

School Readiness Goals Table	Classroom Examples
Language & Literacy Goal: Children will understand and follow social rules while engaging in conversation with others; children understand and use a variety of words; children understand that writing represents spoken language; children identify letters and sounds; child asks and answers questions about a book that was read aloud.	-listens and understands -speaks clearly -takes turns in conversation -hears sounds of language -knows complex words -aware that words tell us things -understands parts of a book -retells stories/experiences -writes with increasing skills -detects rhyme or beginning sounds
Approaches to Learning Goal: Children manage and regulate emotions, actions, impulses, and behaviors with increasing independence, follow classroom rules and routines with increasing independence.	-pays attention -regulates emotions -follow adult lead -keeps trying and persists -thinks of new ideas, creative -problem-solves -actively plays/works, willingly tries new tasks, motivated
Cognition - Mathematics Goal 1: Children understand the order of counting sequence and recit numbers in order; children identify, describe and compare shapes; children understand addition as adding to and understand subtraction as taking away from.	-number names, counting, knowing how many in group -measuring, comparing, contrasting -shapes, patterns -understand adding to a group or taking away from a group
Cognition - Science Goal 2: Children ask a question, gather information, and make a prediction; children engage in scientific talk such as observe, question, experiment or measure.	-observes, describes, compares, and categorizes -asks questions, gathers information, makes predictions, plans and conducts investigations and experiments, draw conclusions, and analyzes/communicates results
Perceptual, Motor, and Physical Development Goal: Children demonstrate control and strength of large muscles; children demonstrate control and strength of small muscles; children understand personal self-help skills.	-large muscle skills--balance, climbing, dancing, etc. -finger & hand muscles--writing, drawing, buttoning, etc. -coordinated movements -personal hygiene/self-care -follows safety rules
Social & Emotional Development Goal: Children engage in and maintain positive relationships with adults' manage emotions with increasing independence' children engage in cooperative play with other children	-getting along with others -regulates feelings -follow class rules -cooperates with children and adults -good self-esteem -able to share -solves social problems



6. Rest Time

HARCATUS Head Start provides a daily rest period for children. All children will participate in a quiet rest time for at least **30 minutes**. Children are not required to sleep but are expected to rest quietly during this time. After 15 minutes, children who are awake may participate in quiet activities at their resting spot as directed by staff while other children continue to rest. The total rest period will **not exceed one and one-half (1½) hours**.

SEX OFFENDER REGISTRATION NOTIFICATION

Sex offender registration laws require offenders to supply their addresses, and other identifying information, to law enforcement with the intent of increasing community protection.

HARCATUS Head Start receives notification when a sex offender has registered and maintains a confidential file with such information. To access information on sexual predators, you may contact your local law enforcement agency.

STAFF TRAINING



All HARCATUS Head Start Staff are required to complete First Aid, Communicable Disease, CPR, and Child Abuse Recognition and Reporting training to learn to handle medical emergencies and the signs and symptoms. The trainings are provided by licensed professionals certified in the specific training areas. HARCATUS Head Start has a Health/Nutrition Manager on staff to ensure the best possible care for your child.

When a staff member is ill, they are to follow the same procedures as the children. A qualified substitute will be notified as needed when possible.

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

DISINFECTION of articles and surfaces touched by contaminated objects will be done by using 1/4 cup of household bleach in one gallon of water or other appropriate cleaning agent. All soiled surfaces will be cleaned with soap and water and then disinfected with the bleach solution. Washable toys and other frequently contaminated objects will be cleaned and disinfected on a weekly basis or more.

SOCIAL MEDIA POLICY FOR FAMILIES



As more and more of our lives are spent online and "plugged-in", we have learned how to stay more connected to loved ones as we chat, text, email, Facebook, and blog. We can document our joys, follow each other's adventures, and the world seems so much smaller. In addition, each classroom has a private group on Learning Genie that teachers and each classroom's families can use to share pictures and important information

throughout the school year.

Along with all these wonderful advances in technology, there are possible risks. We at HARCATUS Head Start want to ensure that while social media can make it easier for teachers and parents to share our children's successes, **we do not want to share any information that could put our children in danger.**

We have developed a mobile technology use policy that helps to outline the expectations for how teachers and parents interact online, in order to keep our children safe.

Please review the dos and don'ts below, and of course, adhere to common sense! We live in an exciting, connected era! Let's engage with each other online smartly and safely!

1. MOBILE TECHNOLOGY USE

In order to protect children's privacy, parents, family members, volunteers, and staff members are not permitted to use personal mobile devices for calls, videos, sound recordings, or photographs during or within the Head Start setting. Provision to safely store your devices will be made when requested.

DOs	DON'Ts
DO - Indicate on your school's photo release form whether you would like your child's photo to be viewed (in group or individual photos) by other families in your child's class.	DON'T - Use social media to substitute for any other official means of communication with your child's school (reporting absences, signing documents, etc.).
DO - Share pictures of your own child's activities and learning with your family, friends, and teaching staff.	DON'T - Share pictures of anyone else's children on social media.
DO - Use social media to extend your child's learning after school.	DON'T - Use names of anyone else's children on social media.
DO - Appreciate that teachers are doing their best to share information and update you on your child's learning to help you be engaged, while also teaching throughout the day.	DON'T - Use social media to engage with teachers about personal matters.
	DON'T - Expect teachers to immediately respond to emails or chats during class time.

TRANSPORTATION OPERATIONS

1. TRANSPORTATION/SCHOOL BUS SAFETY INFORMATION



HARCATUS Head Start adopted the rules and regulations for ODJFS 5101:2-12-14 Transportation and Field Trip Safety for a Licensed Child Care Center; ODE 3301-83-10 Pupil Transportation Operation Safety Rules; and Head Start Performance Standard 1303.70-Transportation for all children being transported. Bus routes and bus stops within the Tri-County area will be established by the Transportation Manager. Routes will be established to provide safe and efficient operation. These routes will be approved by the HARCATUS Board annually at the August meeting. Routes established may only be changed by the Transportation Manager. Any changes in the routes will depend upon these factors: bus population, locations of pick-up and drop-off, and length of route. Bus drivers are not permitted to make changes in their routes, except in an emergency situation. All children must wear a safety restraint while riding the bus. The bus driver/aide will ensure the bus book, first aid kit, medicine bag and cell phone is with them for every route. The bus book contains the bus attendance document, child emergency contact information, child release information, and Health Care Plans (if applicable).

2. PARENTAL RESPONSIBILITY

Although HARCATUS Head Start provides transportation in compliance with the law, it does not relieve parents of the responsibility of supervision until such time as the child boards the bus. Once a child boards the bus—and only at that time—he/she becomes the responsibility of Head Start. Such responsibility will end when the child is delivered to the regular bus stop at the close of the school day.

BE ON TIME for the bus in order for the bus to meet the time schedule. Parent/Guardian and Head Start child should be waiting at their place of safety 5 minutes before the bus is scheduled to arrive and at least five (5) minutes after the scheduled arrival time to allow for a bus that might be behind schedule. If you are late to your stop, the bus will not wait for you. If a bus is early to a bus stop, the driver is to wait until the assigned pick-up time prior to leaving the bus stop. During drop off, if you miss the bus, your child will be returned to the center and you will need to come to the center to pick up your child.

Health and Safety are a priority. Only those on your Emergency Contacts & Release Persons form (HSFCP012) will be allowed to pick up your child. Please refrain from being on your cell phone while your child is getting on or off of the bus or during self-pick-up/drop-off times. Please hold your child's hand to and from the bus or car. Please refrain from smoking while at the bus stop and while picking up or dropping off your child.

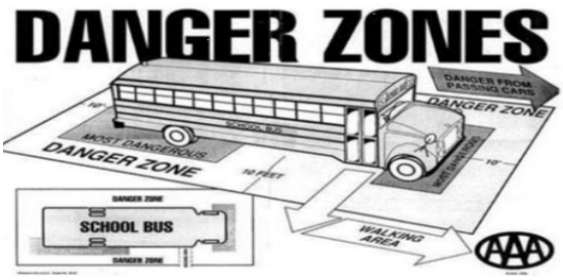
3. SCHOOL BUS STOPS

Pick-Up - Crossing the Road in Front of the Bus

A. Stand in a designated place of safety chosen by the bus driver.
B. Wait until the bus stops and the driver lowers his/her hand.
C. Check traffic both ways and go straight across the road in front of the bus and walk to the door.

Drop-Off - Crossing the Road in Front of the Bus

A. Once off the bus take 10 steps forward until you can see the driver's hand and face.
B. When the driver lowers his/her hand, go the middle of the road and stop. Look both directions, making sure it is safe before proceeding.
C. If the driver sounds the horn, look for traffic first, and then look at the driver for further instructions.
D. Once across, go to your designated place of safety chosen by the driver, and wait there until the bus leaves.



WHERE ARE "THE DANGER ZONES"?

- 10 FEET AROUND THE BUS
- FRONT OF BUS
- REAR RIGHT TIRE AREA

4. BUS SAFETY REMINDERS

1. Smoking is prohibited around the bus at all times, including pick up and drop off.
2. Review the safety rules with your child. Help them to understand why each rule is important.
3. At the bus stop, wait at the place of safety away from the road; hold your child's hand at all times.
4. Wait until the bus stops and door is open before walking toward the bus.
5. Children need to use the handrail.
6. Children need to take their seat quickly.
7. During drop off, meet your child at the bus door and immediately take their hand and follow drop off procedures.
8. Only those on your Emergency Contacts & Release Persons form (HSFC012) will be allowed to pick up your child.
9. Drawstrings from coats should be removed as they can catch on objects and cause an injury to your child.
10. No backpacks are permitted
11. Remain seated while the bus is moving and until the bus stops to unload.
12. Always cross the road in front of the bus.
13. Obey bus driver instructions.
14. Keep head, arms, and hands inside the bus at all times.
15. The use or consumption of gum, food or drink is not permitted on the bus.
16. At railroad crossings and turn-arounds, absolute silence is expected (O.A.C. 3301-83-12, B-3).

5. MISSING THE BUS

Should a child miss the bus at a regular stop, the parent/adult is responsible for transporting the student to the school and should not attempt to chase the bus. Parents/adults should not attempt to stop the bus while in route.

6. SELF TRANSPORTATION

Children should arrive no more than five minutes before class begins and should be picked up promptly when class ends. Parent/Guardians must sign the child in and out each day.

7. TRAFFIC REMINDER

Traffic around the center gets busy during drop off and pick up times. For everyone's safety, please:

- Hold your child's hand until you are inside the center or back in your car when picking them up.
- Please refrain from being on your cell phone while walking in to the center or walking back to your car.
- Only those on your pick up form will be allowed to pick up your child. Smoking is prohibited around our centers at all times.

FAMILY-STAFF AGREEMENT

As Head Start Staff, we agree to the following:

- We will work in partnership with your family to promote your family's optimal development, organize parent trainings and activity days, and send home parent-child activities and helpful information to support growth and learning.
- We will provide nurturing care and education for your child.
- We will maintain consistent communication so that we can work together toward child and family goals.
- We will maintain a safe, healthy environment for children and families at all times.
- We will maintain confidentiality of information pertaining to children and families at all times.
- We will provide healthy meals and snacks to promote healthy development.



As a Head Start Parent/Guardian, I agree to the following:

- I will take actions to promote my child's wellness, meet physical, dental, and follow-up requirements, maintain required immunizations for my child and provide immunization records to Head Start staff, etc. I understand that if I do not permit authorization for transportation for medical emergencies, my child will not be permitted to participate in the Head Start program.

- I agree that my child will participate in all educational, health, and social/emotional/well-being activities and consultation services including screenings (developmental, social-emotional, speech, language, vision, hearing, height, weight, dental, and physical), state and/or federal assessments and observations (by Head Start staff, Early Childhood Professionals, LEA Representatives, and Mental Health Professionals) that are a routine part of the Head Start program. Photos and/or videotaping will occur for observational purposes.

- I will send general changes concerning my child and family in writing to my teacher so that staff can maintain strong communication and partnership toward child and family goals. I will share all educational, health, and mental health related information pertaining to my child with the program so that staff can successfully care for my child.

- I will come to the center to complete 2 parent-teacher conferences (typically Oct.-Nov. & Feb.) so that I can see my child's learning environment and learn about my child's developmental progress. I understand that short home visits will be required if I cannot make it into the center.

- I will allow Head Start staff to make home visits and participate in the Family Partnership Process during the school year at my convenience.
- I will plan to attend Parent Club, Parent Trainings, and Parent Activity Days as I am able. I am aware that I may observe or volunteer at my child's center.

- I agree that my child will be in attendance at the program every day that he/she is able.

- If the Center provides transportation, I give permission for my child to be transported to and from the center by bus. I will ensure my child will be ready and waiting at the pick-up location 5 minutes before designated time and that the parents or documented designee will be ready and waiting at the drop off location at the designated time. If I provide transportation, my child will arrive no more than 5 minutes prior to class and be picked up promptly at the end of class.

WHY WE DO WHAT WE DO

1. BACKPACKS or PERSONAL ITEMS

Your child's mail and artwork will come home in a School-to-Home folder. For children's safety, backpacks are not permitted. Backpacks pose a tripping hazard, can get caught in doors, and transport unknown items that could compromise the safety of all children.

2. EXTRA CLOTHING

Please dress your child for active play each day so that we can foster those important physical development skills. Sneakers (no flip flops, please) and play clothes that keep your child comfortably covered are best for running, jumping, tumbling, or bike riding activities that are part of daily indoor and outdoor activities.

Spills and accidents are a normal part of preschool life. Please provide us with an extra set of clothing so that we can keep your child comfortable and dry. Keep in mind that we'll need a new set as the weather changes.

Please take a moment to mark your child's coat, hat, and extra clothing with your child's name. This will help us to make sure that the correct gloves, hat, and coat go home with the right child.

Personal items such as toys, blankies, snacks, etc. are not permitted at school. Our classrooms will provide what the children need to play and learn in their school environment.

3. CONFLICT OF INTEREST

HARCATUS has a policy stating employees can't accept gifts from our clients. As much as we appreciate the thought behind gifts, we understand that this could be a hardship for some families. Instead of purchasing a gift, please feel free to complete an In-Kind activity or donation to the program. In-Kind is the best way to help our program and show your appreciation.

HARCATUS and its employees are required to follow the professionalism and conflict of interest guidelines to avoid inflicting a financial hardship on its families and/or have an appearance of preferential treatment of children, families, or clients. Therefore, it is against policy for our staff to accept gifts and/or favors from their families and/or clients. If you would like to do something to show appreciation to your classroom staff, we do encourage you to complete and In-Kind activity or donation of your time to the center. In-Kind activities are an appropriate and allowable way for you to help our program while showing your appreciation.

3. PICTURES



As your child develops and participates in educational activities during the Head Start school year, we will take many pictures. We will place the pictures on Learning Genie, so that we can share their development and memories with you. Make sure to download and sign in to Learning Genie for viewing. Our focus will remain on your child's education and safety.

4. OUR PHILOSOPHY

It is our belief that each child is a unique individual and that the program must provide for the needs of all children. Growth brings change and our role is to influence growth changes in healthy, positive directions. Growth takes place in orderly sequences or stages and is not always related to a child's age. It is important to understand the sequences in which skills develop. All aspects of development are interrelated; the social-emotional, the intellectual/cognitive, and the physical. Therefore, we consider all aspects of the child's development. The Head Start experience will influence the direction and extent of development.

Intelligence develops as it is nurtured. Play, both informal and organized, is significant in cognitive growth. Children learn actively through their interactions with people and objects in the environment. They explore, try out ideas, see what happens, and attempt to make sense of the results based on knowledge they already have. New experiences, skills, and information should be closely related to what children already know and what they can do. Learning experiences should begin with the simple to the more complex, from the concrete to the more abstract. Children learn about the world and gain a better understanding of themselves if they have opportunities to engage in a variety of experiences. Children use their whole bodies and all their senses in learning about the world.

Personality development (the affective-social areas) depends on the presence of adequate and sustaining personal relationships, opportunities for learning and for self-expressions, and guidance appropriate to each stage of a child's growth.

Children learn best in an environment that is, by nature, accepting to the child at all of his/her various stages of development. This environment must be set up by the facilitating staff so as to provide maximum safety to the child and yet at the same time, present to the child an open invitation to explore objects and materials, and provide avenues of social interaction with the other children and adults present. This can best be accomplished by adults who fully understand and accept each child as he or she is.

The role of the facilitating staff is one of assessing the abilities and needs (strengths and weaknesses) of the children, then making decisions within the scope of the program to enhance

these strengths and enrich their experiences. It is also their responsibility to provide as many real experiences as possible and to involve parents actively in the classroom. Parents are responsible for the child's wellbeing, are the prime educators of their children, and should be active contributors to the Head Start Program.

5. PLAYING IS LEARNING



"Just playing." When we hear those words applied to a young child, we know that once again, someone has misunderstood the nature of a child's life and learning.

As adults, we are often reluctant to give children control over the learning situation. Many of us are more comfortable when we are directly teaching than when we act as facilitators for children's play. But we must allow children to play if they are to enjoy learning.

In play, children are much freer to master new knowledge at their own rate and in their own way. This reduces the tension and anxiety that can inhibit learning. Thus, in play, learning is fun and worry-free.

When children are engaged in play, they are learning and enjoying every minute of it.

On the surface, children's play looks simple. In fact, play touches on every aspect of development and learning. Therefore, any program that claims to offer more than "just play" is ignoring what many researchers have found out about how young children learn and develop.

Research and theory about how young children learn shows us that play contributes to children's development in a number of ways:

1. Play provides the opportunity for children to practice new cognitive, social-emotional, and physical skills.

2. Play offers numerous opportunities for children to act on objects and experience events.

3. Play is an active form of learning that unites the mind, body, and spirit (Levy, 1978). Until at least the age of 9, children's learning occurs best when the whole self is involved.

4. Play enables children to use their real experiences to organize concepts of how the world operates.

5. Through play, children can see how new experiences are related to previous learning. Much of what we learn cannot be taught directly, but must be put together in our own way through our experiences.

6. As they play, children can develop a playful attitude - an attitude toward inventiveness that contributes to being able to think up many ideas, new ways to do things, and ways to solve problems.

7. Art appreciation develops through play.

8. Play enables children to learn about learning - through curiosity, invention, staying with the task, and in a host of other ways. Children's attention spans are amazingly long when they are interested. Children become interested in learning and learn to like learning when they learn through play because it feels so satisfying.

9. Play reduces the tension that often comes with having to achieve or needing to learn.

10. Through playing with peers, children develop skills for seeing something from another person's point of view, cooperating, helping, and sharing, as well as for solving problems. They develop both leading and following behaviors, both of which we need to get along well as adults.

11. Children express and work out emotional aspects of everyday experiences as well as frightening events frightening events, especially through dramatic play.

6. STAFF PRIORITIES

One of our top priorities at HARCATUS Head Start is to provide uninterrupted educational services in a safe environment. Staff are on task with children while class is in session. Please understand that if you come into the center to speak with staff, staff will stay on task with the children unless you need immediate assistance. Also, when calling the center, please feel free to leave a message if no one is available to answer the phone. Staff will check the answering machine before the bus leaves the center or as they are able to do so without detracting from services to children.

7. WORKSHEETS

Excerpt from Worksheets in Preschool: Too Much, Too Soon

By Susan A. Miller & Patricia Cantor, Association for Childhood Education International

Can worksheets help develop fine motor skills?

Young children's small finger muscles and hand-eye coordination develop slowly. Children need time playing with paintbrushes at the easel and squeezing play dough before trying to grip a pencil and confine their marks on a small sheet of paper. The young child can be frustrated by not being able to stay within the lines while copying letters, and children may find little meaning in coloring an adult-created illustration.

Can worksheets teach self-discipline and how to focus on a task?

It is often difficult for preschoolers to sit and do paper-and-pencil tasks conceived by adults. Young children construct their learning from active participation. They learn best when manipulating concrete materials like wooden blocks and clay, which allow them to use appropriate gross and fine motor skills while focusing on meaningful activities that interest them.

Can worksheets enhance creativity?

Some adults believe that young children are learning how to draw when they color in adult-created illustrations on worksheets. Adults praise children for staying in the lines and coloring neatly in one direction.

Young children's immature fine motor skill development, however, may make this goal impossible to achieve. It is true that many children like to color in pre-drawn pictures. Other children, however, receive the message that their own drawings are not acceptable, and so they may stop trying to draw creatively. It is more beneficial to give young children blank paper and crayons, allowing them to express themselves freely.

Can worksheets stimulate interests?

Worksheet activities may be relaxing, entertaining way for some children to fill in the time. Many children successfully complete worksheets. When they already know the material, however, worksheets become simply low-level, non-productive busy work. Instead, children need to be challenged to develop their skills. As children use hands-on materials, adults should ask open-ended questions such as, "How many things can you do with this box?" Children should be able

to explore questions that have more than one right answer, unlike those on most worksheets.

Can worksheets build a foundation for "real" learning-reading, writing, and math?

In early years, children construct numbers by thinking about them and by manipulating materials, whether they are table blocks or dishes in the dramatic play center. Worksheets only permit children to copy or match numerals or letters, often out of context. Furthermore, it is more meaningful for children to see letters in their natural surroundings, such as in the "EXIT" sign by the door. Introduce sounds by reading and discussing well-illustrated, exciting, thematic alphabet books.

Can worksheets provide a good way to assess knowledge?

Just because a child circles a set of three items on a worksheet does not mean he or she understands what "three" means. Instead, the child's concept of numbers can be evaluated during daily activities such as counting out three cookies for a snack or by sorting a button collection according to color or number of holes. You can photograph their fascinating findings for documentation.

Can using paper and pencils provide concrete experiences?

Although children may be capable of holding a pencil and moving it across the paper, preschoolers must have access to a wide variety of manipulatives (e.g., beads, Legos, sand, dress-up clothes, musical instruments) in order to develop physically and intellectually. Rather than being concrete, the marks on the worksheets are symbolic representations, which may be confusing for toddlers and 3- to 4-year-olds.

Conclusion

Often, early childhood educators give children worksheets because they and the parents want to see evidence that the children are learning. However, all young children, including kindergarteners, learn best through appropriate hands-on experiences and interactions with others. Playing and talking with friends enhances children's whole development. Continuous opportunities to think and act creatively are essential if children are to develop their minds to the fullest potential. Children need to be involved with many meaningful problem-solving situations, rather than sitting passively while filling in worksheets.

Association for Childhood Education International
17904 Georgia Ave., Ste. 215
Olney, Maryland 20832
800-423-3563

Kindergarten Readiness

To prepare for kindergarten, children need to be supported and nurtured in all areas of development. It is also important that your child is physically, socially and emotionally ready to participate in school. This list can serve as a guide as you and your child prepare for the exciting transition to kindergarten!

Can your child separate from primary caregiver without anxiety?

Use self-control?

- Keeping hands to self
- Sharing and taking turns
- Cooperating and playing with other children
- Using classroom supplies appropriately





Cooperate with adults and authority figures?

- Following directions
- Communicating needs effectively



Demonstrate self-help skills?

- Using the restroom independently
- Putting on and zipping own coat
- Tying shoes



Use classroom tools and toys efficiently?

- Holding and using a pencil, crayon or marker
- Building with blocks or Legos
- Cutting with scissors



Express self-awareness in a variety of ways?

- Knowing first and last name
- Writing first name
- Naming the letters in first name
- Knowing name of primary caregiver(s)

HARCATUS Tri-County Community Action Organization, Inc.

HARCATUS Tri-County C.A.O., Inc., is a non-profit 501c3 agency that serves the Ohio counties of Harrison, Carroll, and Tuscarawas. We receive grants from federal, state, and other sources to develop, manage, and deliver human and social services for the betterment of our communities.

HARCATUS' mission is "to help individuals, families, and communities reach their fullest potential."

Programs Offered in addition to Head Start/EHS

Child and Adult Care Food Program (CACFP) **Community Initiatives Director**
HARCATUS is a CACFP sponsor. HARCATUS helps licensed home day care providers with reimbursement for meals and snacks served to children in their care. Children are provided with well-balanced diets that meet federal USDA guidelines. Home day care providers enrolled with HARCATUS also receive training and information as a part of the program. Contact us for more information **(740) 922-0933, Ext. 204.**

Community Support Services **Community Initiatives Director**
The Harrison County Food Pantry provides non-perishable food and taxable items on an emergency basis to income-eligible residents. The Food Pantry operates through donations of food and financial support. Community Nest provides taxable items for personal care/hygiene and cleaning on an emergency basis to income-eligible residents. Additional items such as blankets, socks, underwear, gloves, hats available as donations allow. Kits change monthly.

Harrison County	Carrol County	Tuscarawas County
Community Support Office	Community Support Office	Community Support Office
122 S Main Street	276 2nd St SW	821 Anola Street, Suite A4
Cadiz, OH 43907	Carrollton, OH 44615	Dover, OH 44622
(740) 942-8886	(330) 627-4101	(330) 343-8770
harrfrontdesk@harcatus.org	carrfrontdesk@harcatus.org	npfrontdesk@harcatus.org

Home Weatherization Assistance Program (HWAP) **Energy Services Manager**
The HARCATUS Home Weatherization Assistance Program is available to help income eligible Harrison, Carroll, and Tuscarawas County residents use less energy while increasing the comfort of their homes. Services may include home weatherization and/or energy conservation measures. Specific programs may also be available for customers of Columbia Gas and Enbridge (formerly Dominion). Contact the HWAP office for more information **(740) 922-6692.**

Retired & Senior Volunteer Program (RSVP) **Community Initiatives Director**
RSVP matches volunteers ages 55 and older in Harrison, Carroll and Tuscarawas Counties with volunteer opportunities that utilize the skills and knowledge they have developed over the years. RSVP volunteers are vital to the success of many programs that can have a major impact on communities. Volunteers can choose from multiple volunteer sites and choose the amount of time they wish to serve volunteering. This program does not have income eligibility limits. Contact the Volunteer Manager at rsvp@harcatus.org for more information or call **(740) 922-0933 Ext. 204.**

Senior Nutrition Program **Community Initiatives Director**
The Senior Nutrition Program (SNP) provides nutritious meals to persons age 60 years of age and over. SNP meals offer one-third of daily nutritional requirements as determined by the USDA. Home delivered meals may be available to eligible homebound individuals in Harrison and Tuscarawas Counties. SNP also provides meals to a congregate site in Cadiz where other activities are available. Call the Uhrichsville office for information **(740) 922-6880.**

Youth Employment Services (YES) **Community Initiatives Director**
The YES program assists income eligible Tuscarawas County youth ages 16 – 24 with training and employment goals. The YES program offers financial literacy, leadership skills, resume writing, interviewing, as well as PAID work experience in a variety of settings, financial incentives for meeting goals, and 12 months of follow-up support to assist with youth's career path. Additionally, the YES program can provide supportive services including but not limited to, transportation, work-related clothing and equipment, driver's permit and licensing reimbursement, and interview clothing. Contact the Program Coordinator for information **(330) 432-8515**.

HARCATUS Tri-County Community Action Organization, Inc. (cont.)

Utility Assistance Programs **Energy Services Manager**

Utility assistance includes the following:

Home Energy Assistance Program (HEAP)

- Individuals may apply once a year, July 1 – May 31.
- Funds credited directly towards the energy-heating bill.
- Clients at or below 175% of the Federal Poverty Guidelines (FPG), or 60% SMI for households of eight or more receive a direct payment toward their main heating account.
- Amount depends on funding received from the U.S. Department of Health and Human Services, household poverty level, household main heating source, household location, if someone in the home is disabled, if a person in the home is 60 years of age or older, or if the household is enrolled in the PIPP.

Winter Crisis Program (WCP)

- This program generally runs November 1 - March 31.
- Provides payment once per heating season for a main heating and/or electric account.
- Clients are those at or below 175% FPG, or 60% SMI for households of eight or more that are disconnected (or have a pending disconnection notice), need to establish new service, need to pay to transfer service or have less than a 25% supply of bulk fuel in their tank.
- Clients with a current medical certificate on file with their utility are ineligible to receive WCP assistance until the medical certificate protection expires.

Summer Crisis Program (SCP)

- The program generally runs July 1 – September 30.
- Provides payment once per cooling season to an electric bill, and/or for the purchase of fans and air conditioners.
- Clients are those at or below 175% of the FPG, or 60% SMI for households of eight or more and must apply for all ODSA Energy Assistance programs for which eligible.

Percentage of Income Payment Plan Plus (PIPP Plus)

- Provides assistance for monthly utility PIPP payments to be set based on percentage of income.
- If your home is heated with gas, you will have a monthly payment of 5% of your gross household income for your natural gas bill, and 5% of your gross household income for your electric bill. If you heat with electric, your monthly payment is 10% of your gross household income. Households with no income pay a minimum monthly payment of $10.00.
- Clients are those at or below 175% of the FPG.
- A client must receive residential, electric or gas service from a company regulated by the Public Utilities Commission of Ohio (PUCO).
- Paying on time and in-full each month reduces your outstanding balance. If you make 24 on-time and in-full payments, your outstanding balance with your utility company will be eliminated.

Contact the locations listed below for more information on utility assistance.

HARCATUS Harrison County
Community Support Office
122 S. Main Street
Cadiz, OH 43907
(740) 942-8886
harrfrontdesk@harcatus.org

HARCATUS Carrollton County
Community Support Office
276 2nd Street SW
Carrollton, OH 44615
(330) 627-4101
carrfrontdesk@harcatus.org

HARCATUS Tuscarawas County
Community Support Office
821 Anola Street, Suite A4
Dover, OH 44622
(330) 343-8770
npfrontdesk@harcatus.org

*Please note this list of services is provided for general informational purposes only and was believed to be accurate on June 23, 2026. Services and eligibility for those services are subject to change at any time.

Center Parent Information

Note: A copy of this document is required to be given to the parent upon enrollment of their child in the licensed child care center.

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

A toll-free phone number is listed on the license and may be used to report a suspected violation of the licensing law or administrative rules. The licensing rules governing child care are available for review-online at https://codes.ohio.gov/ohio-administrative-code/chapter-5180:2-12.

Administrators and each employee of the center are 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 is 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 is to notify the Administrator of their presence.

Licensing records, including licensing inspection reports, complaint investigation reports, and evaluation forms from the building and fire departments, are available for review upon written request from DCY. Early care and education program information and inspections are also online using the Child Care Search Tool on the DCY website at https://childrenandyouth.ohio.gov/for-families/early-care-education/child-care-search.

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

Write or Call:
OCC/ACF/HHS
Southwest Region
1301 Young Street, Suite 958
Dallas, TX 75202
214-767-3849

Write or Call:
ODJFS
Bureau of Civil Rights
30 E. Broad St., 30th Floor
Columbus, OH 43215-3414
(614) 644-2703 (voice)
1-866-277-6353 (toll free)
(614) 752-6381 (fax)
1-866-221-6700 (TTY) or (614) 995-9961
bcr-fax@jfs.ohio.gov (e-fax)
Civil_Rights@jfs.ohio.gov (e-mail)

For more information about child care licensing requirements as well as how to apply for child care assistance, please visit https://childrenandyouth.ohio.gov/for-families.

For more information on Medicaid health screenings and early intervention services for your child, please visit https://medicaid.ohio.gov/families-and-individuals/citizen-programs-and-initiatives/healthchek/ and https://ohioearlyintervention.org.

For information on cash food assistance, please visit https://jfs.ohio.gov/cash-food-assistance.