



CAAM EARLY CHILDHOOD
EDUCATION
PARENT HANDBOOK

2023-24




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Community Action Alger Marquette Early Childhood Education

Mission Statement

"Our mission is to educate and empower low-income families with young children by providing enrichment opportunities, parent support, and high-quality early childhood programs in a safe, respectful and compassionate environment."



8/2023

I. **CAAM – Early Childhood Philosophy**

Head Start/GSRP programs promote school readiness of children ages birth to five from low-income families by supporting their development in a comprehensive way. Our program philosophy involves both key Head Start principles and educational goals for children.

KEY PRINCIPLES

Comprehensive Services. We believe it is important to take a comprehensive, interdisciplinary approach to education, health, nutrition, social services, and parent involvement in order to develop and achieve social competence for children and families. The range of these services must be responsive to each child and family's unique development, ethnic, cultural and linguistic experience and heritage.

Parent Involvement and Family Focus. CAAM – ECE is family Schooled. We foster the parents' role as the principle influence regarding their child's development. We promote the parents' role as the child's primary educator, nurturer, and advocate. We work in close partnership with parents to develop and utilize individual strengths, in order to successfully meet the objectives of individual family members and of the family itself. In addition, parents are encouraged, although not required, to become involved in all aspects of Head Start. This includes, but is not limited to, direct involvement in policy and program decisions.

Community Partnerships and Community-Based Services. CAAM – ECE is community based. Services to children and families are provided out of the differing needs of each community. Head Start joins with the community to help parent's access job training, literacy, family counseling, and a host of other community-based agencies to meet their needs.

EDUCATIONAL GOALS AND OBJECTIVES

Sound Child Development Principles. Because the potential for learning is greatest during the early years of life, CAAM – ECE promotes a preschool curriculum based on sound and universal child development principles. We believe that these principles are apparent as adults observe children and that knowledge of child development principles are needed to make decisions about children, about what they are learning and what adults are facilitating. They are:

- Development is interrelated, sequential, and influenced by multiple factors, such as temperament, health, nature, culture and family.
- Development domains (physical, cognitive, social, emotional) are interrelated and occur simultaneously.
- Children have unique ways of looking at the world.
- Children construct their own knowledge.
- Children learn through interactions with others and with their environment.

- Children are developing trust, learning to be independent, taking initiative, and building self-confidence.
- Young children must be provided with caring supervision and safe environments during all stages of development.

School Readiness Goals and Objectives: CAAM – ECE offers an individualized program to support each child's optimal rate of development. An individualized program best accommodates a variety of children's strengths/needs, and will stimulate learning in the central domains of development: approaches to learning, social and emotional, language and literacy, cognition and perceptual, motor, and physical development. The following School Readiness Goals have been established for all children in the program, birth to five years.

ECE School Readiness Goals

- I. Children will learn developmentally appropriate skills to initiate and persist in creative exploration and learning opportunities, within a safe, responsive environment.
- II. Children will learn developmentally appropriate strategies to regulate their actions, words and feelings, supported by consistent, responsive relationships, scaffolding towards independence.
- III. Children will demonstrate developmentally, culturally, and linguistically appropriate receptive and expressive language skills, scaffolding towards effective communication strategies.
- IV. Children will learn developmentally appropriate mathematic and scientific reasoning skills through active, persistent exploration of their environment supported by consistent, responsive relationships.
- V. Children will develop effective and efficient use of large and small muscles for manipulation, exploration and independent self-care routines.

Equity Commitment Statement

We recognize that bias takes many forms. The beliefs that impact how individuals think, feel and act towards others must be acknowledged and addressed. We will not let the "Isms" such as racism, classism, sexism, and more affect our interactions with the children and families we serve.

All Children and Families Belong Here. Our promise to you:

- We will build an open, safe, and mutually respectful school family in which each child and each family is an important and equal member.
- We will never allow differences of any kind to be an excuse to make fun of, exclude, or hurt you.
- We will value cultural differences while appreciating the similarities everyone shares as human beings.
- We will respect each families' individual story.
- We will create a foundation for children to thrive in a culturally complex world.
- We will listen carefully and lovingly to what worries you and give you thoughtful information and support.
- We will nurture you to feel strong and proud about yourself and your family.
- We will honor your family's importance to you by building respectful partnerships with them.
- We will provide support to you and your family when you feel stress, anxiety, or fear because of current events or acts of prejudice or hate.
- We will learn about and help your family use community resources to keep you safe.
- We will work to understand and uproot our own biases as professionals through training and professional development to lead with anti-bias education and practice.
- We will stand up against prejudice and bias when we encounter it by supporting and educating instead of alienating.

CAAM EARLY CHILDHOOD EDUCATION GENERAL INFORMATION

The Community Action Alger Marquette (CAAM) operates Early Childhood programs in Alger and Marquette counties. Funding is provided for Early Head Start and Head Start enrollees through the U.S. Department of Health and Human Services, and through the Michigan Department of Education for Great Start Readiness Program (GSRP) enrollees. When available, children may be enrolled on a full-tuition basis.

Children enrolled in the CAAM ECE programs must go through the application process. Selection is based on program specific criteria. Children with the highest eligibility points will be placed in the program first. Ninety percent of the children supported by Early Head Start and Head Start must come from low-income families. The low-income guidelines are determined by the federal government and are revised annually. Ten percent of federally funded enrollment slots must be allocated for children with disabilities. Children who are supported with state funds must qualify under MDE guidelines, and must be 4 years old.

Schools are currently located in Munising in Alger County. In Marquette County, Schools are in Gwinn, Ishpeming, Marquette, and Harvey, depending on area enrollment.

Program Options

Head Start

- 3-4 years old
- 4 hours per day/4 days per week or
- 7 hours per day/4 days per week
- 9 months per year
- **No fees for services**

Home Based Early Head Start

- Pre-birth-3 years old
- Weekly home visits
- Bimonthly socialization experiences
- Full year program
- **No fees for services**

Classroom Based Early Head Start

- Toddlers 20-36 months
- 7.5 hours per day/ 4 days per week
- Year-round program, follows school breaks
- Brookton School only
- **No fees for services**

Great Start Readiness Program

- 4 years old
- School day/ 4 days per week
- 9 months per year
- No fees for income eligible children-sliding fee scale will be provided when applicable

Tuition-based Preschool

- Offered on a limited basis
- School day
- 9 months per year
- Fee based on weekly attendance

All Head Start/GSRP Schools are licensed by State of Michigan Childcare Licensing. This means that both the staff and the facility must meet licensing standards. We also have program standards set by both the state and federal governments.

Parent involvement is an important component of our program. The program's settings are open to parents during all program hours. Parent(s) and/or legal guardian(s) are encouraged to volunteer in the classroom. When parent(s) and/or legal guardian(s) become involved, it is beneficial to everyone. Children are proud when their big person comes into the classroom. Although parent and/or legal guardian participation is voluntary and not a condition of a child's enrollment, it is strongly encouraged.

We value your feedback. If, at any time, you have any questions or concerns about the program, **please communicate with your teachers or family advocates.** If you still have concerns, you should contact our main office. It is our belief that for a successful program there must be open communication between staff and parents or legal guardians. We would like the opportunity to resolve any issues directly. Problems posted on social media before they have been brought to the attention of staff can harm the communication between the school and families, and damage the reputation of the program.

HEAD START/GSRP STANDARDS OF CONDUCT

As a Head Start/GSRP employee, consultant or **volunteer**, I adopt the following principles as my personal standard of conduct:

- I pledge to treat every child entrusted to me with care, understanding, and respect.
- I am committed to providing high quality childcare in accordance with proven Head Start philosophy, goals, and objectives.
- I will never leave a child unsupervised.
- I agree to respect and promote the unique identity of each child and family and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, disability, sexual orientation or family composition.
- I will use positive strategies to support children's well-being and prevent and address challenging behavior.
- I will NOT physically abuse a child. I will not use corporal punishment, or bind or tie a child to restrict movement or tape a child's mouth.
- I will NOT use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child.
- I will NOT use any form of verbal abuse, including profanity, sarcastic language, threats, or derogatory remarks about the child or child's family.

- I will NOT use or withhold food as punishment or reward.
- I will NOT use physical activity or outdoor time as a punishment or reward.
- I promise to conserve and protect property and resources of Head Start entrusted to my care.
- I dedicate myself to maintaining high professional standards, safeguarding confidentiality, and performing with intelligence, commitment and enthusiasm.
- I will follow the program confidentiality policies concerning personally identifiable information about children, families and other staff members in all forms, including social media.

II. ANNUAL NOTIFICATION OF PARENTAL RIGHTS REGARDING PERSONALLY IDENTIFIABLE INFORMATION (PII)

The CAAM Early Childhood Program collects a variety of PII on the children enrolled in our programs, including but not limited to: name, address, family member names and other information that is linkable to the child. In accordance with Head Start Program Performance Standards, we have policies and procedures in place to protect this information. The disclosure of PII will be done only when necessary and related to the provision of service to the child and family, or when required in the circumstances listed below.

Parents/legal guardians are asked to give written consent for their child's information to be released in specific situations at enrollment. Parents may revoke this consent at any time, not to be retroactive. If disclosure of PII is necessary for the child's enrollment or transfer, the parent will be notified and given the opportunity to refuse. Parents have the right to inspect their child's records. If a parent makes such a request, the program will make the record available in a reasonable amount of time, but no more than 45 days. Parents have the right to ask the program to amend information in the child record they believe is inaccurate, misleading, or violates the child's privacy. The program has the right to deny such requests with a written decision. If so, the parent may then request a hearing to challenge information in the child record with a person who does not have a direct interest in its outcome. Parents will be notified in writing as to the outcome of the hearing.

Upon parent written request, the program will provide an initial copy of the child's record to be disclosed, free of charge, unless such disclosure was for a court that ordered otherwise.

Parents have the right to review any written agreements with third parties, upon request.

In the following circumstances, the program must disclose PII without parent consent:

- Officials within the program or acting for the program, providing necessary Head Start services
- Officials within the program, acting for the program, or from a federal or state entity, in connection with an audit or evaluation of the program; or enforcement of or compliance with federal legal requirements of the program
- Officials within the program or acting for the program, or from a federal or state entity, to conduct a study to improve child and family outcomes, including improving the quality of programs
- Appropriate parties in order to address a disaster, health or safety emergency during the period of the emergency, or a serious health or safety risk, if the program determines PII is necessary to protect the health or safety of the children or other persons
- Comply with a judicial order or lawfully issued subpoena. The program will make a reasonable effort to notify the parent about such orders in advance of compliance if allowed by law or order.

- Authorized representatives from the Food and Nutrition Service to conduct program monitoring, evaluations, and performance measurements for the Child and Adult Care Food Program.
- Caseworkers or other representatives from a state, local or tribal child welfare agency, when the agency is legally responsible for the child's care and protection under state or tribal law; or in order to address suspected or know child maltreatment.

III. COMMUNITY ACTION ALGER MARQUETTE APPEAL POLICY FOR PROGRAM GRIEVANCE/COMPLAINT

CAAM has established, and will maintain effective January 19, 2006, a procedure for complaints about its programs and activities from participants, sub-grantees, subcontractors, and other interested persons. CAAM encourages those filing a complaint to attempt to resolve the complaint with the appropriate Program Director; however, should the informal process not be satisfactory, the following formal procedures shall be utilized:

Administrative Procedure

Persons wishing to file a complaint regarding a program or service must use the following procedure:

Filing the Complaint

Complaints must be submitted, in writing, to the Executive Director of CAAM within 90 days of the date of the alleged occurrence except for complaints alleging fraud or other criminal activity.

Complaints should include, to the best extent possible, the following information:

The full name, telephone number, and address of the person making the complaint.

The full name and address of the party against whom the complaint is made, or other information sufficient to identify the program.

A clear and concise statement of the facts, as alleged, including pertinent dates constituting the alleged violation.

The provision of the act, regulation(s), grant, contract, or other agreement(s) under the act believed to have been violated.

The relief requested.

The CAAM Executive Director will conduct an investigation and hold a hearing, if appropriate, within 30 calendar days of the receipt of the formal complaint and render a written decision within 30 calendar days of the date of the hearing or the close of the investigation, whichever is later.

The complainant may file an appeal of the CAAM Executive Director's decision to the CAAM Board of Directors within 10 calendar days of receipt of the decision.

The CAAM Board of Directors will conduct an investigation and hold a hearing, if appropriate, within 30 calendar days of the receipt of the written appeal and render a decision within 30 calendar days of the date of the hearing or close of the investigation, whichever is later. If the complaint is concerned with the Head Start or Early Head Start Program, a joint hearing of the CAAM Board of Directors and the CAAM Policy council may be held with a written decision provided within 30 calendar days of the date of the hearing or the close of the investigation, whichever is later.

Should the complainant choose, he/she may file an appeal of the CAAM Board of Directors decision within 10 calendar days of the decision with the appropriate funding source. The name and address of the appropriate funding source will be provided to the complainant.

IV. FAMILY SERVICES

Each family will have a family advocate, and together will develop a Family Partnership agreement. Family advocates will meet with you at least three times during the year. They will work with you on family goal setting, connect you to resources if needed, and encourage your family well-being throughout your journey in the program.

V. HEALTH SERVICES

The early childhood programs are responsible for:

1. Assuring that each child has a comprehensive health service program available, which includes medical, dental, nutrition, and mental health;
2. Promoting preventive health services and early intervention; and
3. Helping each family to continue with total health care, even after leaving preschool.

To attain these goals the Health Manager will record and assess each child's health history, immunization record, physical examination results (including height, weight), vision and hearing screening results, hemoglobin/hematocrit, blood lead, and dental care. Good health and dental practices are taught in the classroom, on home visits, through newsletter articles and handouts, at parent meetings, and at other training sessions.

The parent(s) and/or legal guardian(s) of children are responsible for:

1. Making and keeping needed health and dental appointments. For center-based programs, children must have had **a physical exam** within the previous 12 months or a new exam within 30 days of the start of class.
2. Having immunizations **up-to-date** or a waiver on file signed by the County Health Department. For initial entry into our School-based program there must be written evidence of one dose each of DPT, Hib, IPV or OPV, MMR, Hep B, Varicella and PCV (Prevnar).
3. Beginning at age 3, that children have had a **dental exam** in the previous 6 months or a new exam within 90 days of starting class.
4. Any needed treatment is done for dental issues and hearing/vision referrals.
5. Child has had a blood lead test.
6. Expectant mothers in Early Head Start are expected to keep prenatal health visits.

Sensory Screenings

Hearing and Vision screening tests will be completed within 45 days of entry. Referrals for diagnostic evaluations should be arranged for each child with atypical findings. If a child has had a diagnostic evaluation within the prior 12 months, that evaluation need not be repeated. (Including those tests recommended by EPSDT guidelines)

A. Vision testing for acuity and strabismus will be performed, beginning at age three, by trained technicians or the Health Services Manager. Children having a record of results of vision testing performed within twelve months prior to enrollment need not have the testing repeated.

B. A pure tone audiometric examination is performed, beginning at age three, by trained technicians or the Health Services Manager. When enrolled children present problems in cooperation they are re-tested as necessary to achieve accurate results.

Referrals:

Any problem finding or variation from normal, found in any of the screenings is explained to the parents at the time of the exam or screening, or soon thereafter. Appropriate referrals are made to private physicians or specialists. If other resources are needed, parents will be directed to those resources that best fit the child's need.

Early Head Start and Head Start enrollees will subscribe to the EPSDT schedule for well child visits. Children will be expected to have immunizations and well child check ups according to the schedule.

The Home Visitors will conduct a newborn assessment of the child and post partum assessment of the mother. An appointment will be made within two weeks after a child's birth.

Tuberculin testing of children is done if they are at high risk or in the following instances:

1. Contact with a known case of tuberculosis;
2. Community prevalence of tuberculin sensitivity exceeds 1%; or
3. Child presents symptoms consistent with a diagnosis of tuberculosis.

The family will be assisted, if necessary, in making appointments, financing appointments, childcare, and arranging transportation. Parents are strongly encouraged to follow up on medical referrals. Pertinent referral information is recorded in the child's central file. Whenever a child is referred for consultation or treatment, all pertinent information in the Health Record is made available to the consulting or treating professional, per the parent's release.

DEVELOPMENTAL SCREENINGS

All children enrolled in the early childhood programs will receive a developmental screening. Families are encouraged to participate in the community preschool screenings through their local school district each spring.

For children enrolled in Early Head Start, Head Start or GSRP, the home visitor/teacher will use the Brigance screener within 45 days of enrollment. Screenings will be administered on a home visit whenever possible, and the results will be discussed with the parent and used to individualize the child's goals.

Any problem finding or variation from normal, found in any of the screenings is explained to the parents at the time of the exam or screening, or soon thereafter. With parent consent, appropriate referrals are made to private physicians, the local school district, early intervention, or specialists. A staff member will help the parents understand and complete the referral process. All referrals are treated confidentially.

VI. DENTAL SERVICES

All enrollees are asked to have a dental exam within six months prior to or 90 days after the first day of class. Any recommended treatment should be completed or scheduled within 90 days of the exam.

If a child exhibits any of the following symptoms with no attempt to secure dental care, Head Start staff may be required to report to CPS:

1. Children needing immediate care because of pain and/or signs of infection;
2. Children having extensive amounts of visible dental decay (over 5 cavities);
3. Children having visible dental decay (fewer than five cavities)

All Medicaid-eligible enrollees are encouraged to make appointments as soon as possible due to wait times at dental offices.

The Family advocate or Health Services Manager may work with the families who need additional support to complete this requirement (transportation, locating dentist). Head Start dental clinics may be arranged with area volunteer dentists within 90 days of start of class to provide a dental screening. Families are still asked to establish a dental home for their child.

Teachers may schedule a "Meet the Dentist" visit during the program year. At this visit, local dentists and dental hygienists present an orientation to students.

Early Head Start Home Visitors will conduct dental training with families every month.

VII. MENTAL HEALTH

The Mental Health Consultants may be asked to provide a forum at parent and staff meetings to discuss mental health concerns (e.g. child development, discipline, and other family concerns).

The Mental Health Consultants will be available on an appointment basis for parents wishing individual assistance. Parents can request a contact with the Mental Health Consultant, through their teacher, family advocate or home visitor, to discuss child concerns and be connected to resources. After consultation a referral to an appropriate resource will be made.

VIII. POLICY FOR SUSPENSION/ TERMINATION OF ENROLLMENT

POLICY FOR NON-EXCLUSION

No child will be denied admission, nor will any enrolled child be excluded from program participation for a long-term period, solely on the basis of his or her health care needs, or medication requirements. No child will be excluded or expelled for developmental or behavior needs, including for toileting and dietary needs.

In the following instances, a child's enrollment may be terminated:

I. Attendance Issues

For children to be successful in our program, and see the most growth, regular attendance is required. Parents are expected to notify the classroom if a child will be absent, and the reason for the absence. Parents should avoid scheduling appointments during class time whenever possible.

A. Child attendance will be documented daily by the classroom teacher.

- 1) When a child has been absent two (2) consecutive school days without notification or when attendance is irregular, or absence is patterned, the teacher will make the first contact with the family, to determine the problem. If there are barriers the staff can help with, the staff can make and offer assistance for family support.
- 2) If the teacher is unsuccessful in contacting the family, she/he will notify the family advocate for follow-up.
- 3) If there has been no marked improvement in attendance and every effort has been made to help the family, enrollment may be terminated by the Enrollment Services Manager. The family will

receive a registered letter stating that the child's enrollment has been terminated and put on a wait list.

4) If an EHS family misses three (3) consecutive home visits with no notice, the home visitor will make the first contact with the family to determine the problem. If the home visitor is unsuccessful in contacting the family, he/she will notify the Enrollment Services Manager immediately.

B. If a family leaves the area, and is gone for more than two regular class weeks, without informing any staff member, the child's enrollment will be terminated by the Enrollment Services Manager and the child will be placed on the waiting list.

II. Physical Examination Issues

In compliance with Michigan child care licensing regulations, all children must have a physical examination on file within 30 days of entrance to the classroom, or an approved waiver.

If a physical examination is not completed within 30 days of enrollment, parent(s) or legal guardian(s) will be notified that their child may be excluded from the School until the completed physical form has been submitted.

The family advocate or Health Services Manager can identify support to complete the requirement (i.e. transportation).

Termination may occur if the parent(s) and/or guardian(s) advise us that they refuse to comply with this requirement.

IX. PARENT INVOLVEMENT

Parent involvement in the program is encouraged. Parents have a variety of opportunities to become involved. Parents interested in decision making can participate in the Center Parent Committee or Policy Council. Parents can serve on advisory committees such as Health Services Advisory Committee, School Readiness Advisory committee, the data analysis team, or other committees organized to meet program needs. Parents are also encouraged to participate in advocacy groups such as the Great Start Collaborative Parent Coalition. The family advocates can work with families to connect them to these groups.

Parent involvement in their child's education is also encouraged. Parents can volunteer in the classroom at any time. Parents are also invited to help on field trips and other activities. Parents can support their child's learning through the activity sheets sent home that extends classroom learning.

X. MANDATED REPORTER POLICY

We are required by law to report to Protective Services questionable care, bruises, signs of neglect, etc. Under the State of Michigan's Protection Law, persons employed by CAAM's Early Education Programs are "mandated reporters" of suspected abuse or neglect of a child. It is our duty to act accordingly with the law and report concerns when a child's health and well-being is at risk. By working with families and community agencies, we strive to safeguard and enhance the welfare of children and preserve family life. Further information on Michigan's Child Protection Law may be found online at www.michigan.gov/dhs.

XI. SCHOOL POLICIES AND GENERAL PROCEDURES FOR HEAD START/GSRP

The CAAM Head Start and GSRP programs operate in Schools that are licensed by the Department of Licensing and Regulatory Affairs as child care Schools. The following policies and procedures are specific to the operation of our Schools and may be required by the State of Michigan or the Office of Head Start.

1. Bus Pick-Up

If transportation is provided, parents will be given an approximate pick up time at enrollment. Parents should have the child ready to get on the bus at the set time. Bus aides are not permitted to knock at your door or wait for your child to get dressed. The driver cannot wait more than two minutes per stop. If the child does not come out within the 2 minutes, the bus will leave and it will be the responsibility of the parents to get their child to school.

If the child is not going to attend school, parents are to call the **bus driver** on the cell phone number provided to notify them as soon as possible.

2. Smoking

There is absolutely no smoking or vaping allowed in any School whether there are children present or not. If you wish to smoke or vape, consult with the School staff as to the location of the designated smoking area.

3. Inclement Weather

When the local school district cancels school due to weather, the Head Start/Preschool classes in that district will also be cancelled. In Schools that serve multiple districts, if the district where the School is physically located in cancels, then classes will be cancelled.

If the local school district is on a two-hour delay and the Head Start/Preschool half-day class begins at 10:00 or earlier, the Head Start/Preschool class will be canceled. Full day classes will observe the two-hour delayed start. If the local school district is on a two-hour delay and the Head Start/Preschool class begins after 10:00 A.M., the class will meet at usual.

After consulting with the bus drivers, other staff, or other officials, the Director or the transportation coordinator may determine that driving conditions warrant the cancellation of Head Start/Preschool classes. Parents and staff should listen to **TV6, Learning Genie or the CAAM Facebook page for announcements for cancellations** when the weather is inclement. Cancellation notices will be listed by city, not individual Schools (Ishpeming Head Starts or Marquette Head Starts, etc.).

4. Clothing

Please send your child appropriately dressed for outdoor play, since we try to provide outdoor playtime each day. This should include: boots, mittens, hat, warm coat, etc. Also, extra shoes may be left at school. Please send an extra set of clothing. There have been many duplicated items in the past; labeling will assure that your child's clothing will be used by only him/her.

5. Mealtime

A balanced meal and a snack are served to your child daily. Children in a full school day class will receive a breakfast, lunch and snack daily.

In keeping with Head Start nutrition standards and food service regulations, **food brought from home cannot be served at school.** You will be notified what meals are served to your child, so that you can plan your meals

appropriately. Menus will be given each month. Substitutions may be necessary due to the lack of availability of some foods. If parents would like to celebrate a special occasion such as birthdays, please consider sending a small trinket like stickers instead of food items. Remember, the best "treat" can be an adult coming to spend time in class with the child.

6. Special Nutritional Needs

Considerations are made for children with special needs, and for those having special dietary needs. A letter from the child's physician stating the special condition and what the child's medical nutritional problems are must be on file at the School. Modifications and/or substitutions are made as necessary with doctor statements and signed forms. Child-sized equipment and utensils are used in all Schools.

7. Custody Issues

PLEASE DO NOT PUT YOUR CHILD OR THE PROGRAM STAFF IN THE MIDDLE OF CHILD CUSTODY DISPUTES. STAFF MUST REMAIN NEUTRAL.

Parent Right to Immediate Access to Their Children: Parents of a child in our care are entitled to immediate access, without prior notice, to their child whenever they are in care at the Head Start/GSRP program, as provided by law. In cases where the child is the subject of a court order (i.e. Custody Order, Restraining Order, or Protection from Abuse Order) the CAAM ECE Program must be provided with a **copy of the most recent order and all amendments thereto**. These will be kept confidential according to our policies and procedures. The orders of the court will be strictly followed.

In the absence of a court order on file with the CAAM ECE Program, both parents shall be afforded equal access to their child as stipulated by law. The CAAM ECE Program cannot, without a court order, limit the access of one parent by request of the other parent, regardless of the reason. If a situation presents itself where CAAM staff is concerned for the safety of the child, the appropriate authorities and the other parent will be notified immediately.

8. Rest/Nap Policy

Classrooms that operate five or more hours will implement the following policy:

During the early afternoon, children will be required to participate in a thirty-minute rest period. After the thirty-minute rest period, those children not napping are provided alternative activities on their mats or away from the nap area.

Children are encouraged, but not required to sleep, unless requested by parents. (Staff will document a parent's nap request for their child). Actual naps will be limited to 1-½ hours.

Parent and staff will work together to support the developmentally appropriate rest/nap needs of each child.

9. Licensing Notebook Requirement

PARENT NOTIFICATION OF THE LICENSING NOTEBOOK
Child Care Organizations Act, 1973 Public Act 116
Michigan Department of Licensing and Regulatory Affairs
Child Care Licensing Bureau

CENTER MUST CHECK ONE

The center keeps a licensing notebook containing a summary sheet, all licensing inspections and special investigations, and related corrective action plans for the last 5 years. The licensing notebook is available to parents/guardians during regular business hours. Reports from at least the past three years are available at www.michigan.gov/michildcare.

The center does not keep a licensing notebook, but internet is available onsite. Reports from at least the last three years are available at www.michigan.gov/michildcare.

10. Parent Volunteers

Head Start encourages family participation in the classroom. Both the child and the adult benefit from volunteering; the adult gets to see their child interact in a different environment and observe teachers, and the child feels a sense of pride when a family member spends time with them.

Family members who wish to volunteer in the classroom should follow this procedure:

1. Classroom volunteers must complete the following before volunteering:
 - a. Sex Offender Check/PSOR (done by staff)
 - b. Attend/view volunteer training
 - c. Sign job description and Sworn Statement, emergency contact forms
2. Call the classroom teacher in advance to set up a date/time for volunteering. Classroom volunteers are limited to one person per day.
3. Individual volunteers will be limited to four hours or less per week.

11. Younger Siblings in The Classroom

Head Start encourages parents to come into the classroom and share their child's first educational experience. It is an exciting time of their life, and fun for adults. If you find that you are unable to volunteer in the classroom because you have no childcare for siblings, ask your teacher about bringing in your younger child.

Our classrooms are neither equipped nor licensed for children less than 30 months. This means you will be unable to assume other classroom duties while your infant or toddler is present during classroom hours. Childcare licensing requires that children less than 30 months of age be directly supervised by a parent /guardian while present in the School. Technically you will be considered a visitor (not a volunteer) when accompanied by a younger sibling (less than 30 months), and a volunteer otherwise.

12. Special Occasion Gifts

We understand that children in our programs often develop warm feelings towards teachers, classroom assistants, and transportation personnel. On special occasions they may want to give gifts to these people.

It is our policy that no CAAM employee shall be allowed to accept or allow any member of his/her immediate family to accept any gifts, money, or gratuities of a value greater than \$10.00.

CAAM employees that work with young children would find a personal, hand-made gift from a child much more gratifying and worthwhile than a store-bought gift. We suggest that if your child wants to give a gift to one of our employees, have the child make a card or a piece of art work that communicates the feelings that he/she has about that person. Such a gift will be treasured for many years.

XII. CHILD RELEASE POLICY

The child release policy is meant to ensure the safety of the children when in the care of program staff. Parents should work with staff to make sure that the list of authorized adults is up-to-date at all times, including phone numbers. Head Start regulations state that a child may only be released to an adult, which is considered age 18 in Michigan. When picking up a child from the classroom or classroom-related activity (i.e. field trip):

1. Head Start staff will check picture ID of adults (who are listed on the emergency/bus card) when releasing children from the classroom, if unknown to them.
2. If staff are uncomfortable releasing a child to a parent who appears to be incapacitated, they will work with the parent to find alternative transportation. If necessary, the police will be called to ensure the safety of the child.
3. Parents must provide an emergency contact in case of emergencies. If the parent cannot be reached, the emergency contacts will be called. If no one on the list is responding, local law enforcement will be contacted for assistance.

XIII. BUS RULES AND REGULATIONS

Transportation to and from classrooms will be provided via Head Start buses if the child lives within the busing area. **Transportation is not guaranteed.**

There will be occasions when bus service must be cancelled. Parent transport may be required on those days. Parents should identify alternate ways to get their child to and from school in case of cancellations.

There is to be no smoking, at any time, in any vehicle which transports children, regardless of whether or not children are present. **ALL BUS PASSENGERS MUST WEAR SEAT BELTS.**

Bus Driver Responsibilities

1. It is the bus driver's primary responsibility to see that all children are picked up and brought home safely.
2. The bus driver shall notify the parent(s) and/or legal guardian(s) if any changes are made in the bus schedule.
3. When returning children to their homes the driver shall be sure that there is an authorized individual present. An authorized individual is someone listed on the bus card, classroom emergency card, or in writing by the parent/guardian. Drivers will use their discretion in accepting verbal authorization in emergency situations. Drivers may check the picture ID of adults unknown to them.
4. If authorized individual is not home when the bus arrives, the following procedure will be used:
 - A. The bus driver will call the emergency contacts on the bus card. If no one is available the child will remain on the bus until the end of the run.
 - B. The bus driver will finish the rest of the run. The bus driver will return to the child's home, and if an authorized individual is still not home, the driver will contact the program supervisor.

- C. The supervisor and driver will agree on a plan for safely transferring custody of the child. If the School is still open, the child will be taken back to the School until the end of the program day. If the School is closed, the bus driver will go with the child to the local law enforcement agency, to seek help in locating the parent(s) or legal guardian(s).

5. Bus drivers cannot enter a child's home.

Bus Aide and Parent Responsibilities

Bus Aides:

1. When the bus stops to pick up a child, the bus aide will get off the bus and stand at the bottom of the steps to wait for the child to come to the bus. The bus aide will help the child up the steps, to prevent the child from falling.
2. If curbside pick-up/drop-off is not possible, the bus aide will escort the child across the street and safely transfer child to authorized individual.
3. On the bus, the bus aide will make sure children sit in their seats and are buckled into the child restraint system.
4. The bus aide will make sure an authorized individual is home when dropping off a child.
5. When dropping off a child, the bus aide will unbuckle (or help the child to unbuckle), and help the child off the bus.
6. Bus aides cannot enter a child's home.

Parents or Legal Guardians:

1. Parents must call the bus driver (a cell phone number will be provided) if a child will not be riding the bus. Messages may be left outside of the bus run. If a child is unexcused for 2 consecutive days (with no call from the parent/guardian), the bus **will not** pick up the child starting the third day until contact from the parent is received.
2. Each parent or legal guardian is required to fill out a bus/emergency card (Child Information Card) for his or her child. This is authorization for those people identified by parents as able to pick up or have the child released to for any reason. Authorized individuals must be **18 years old**. Parents are reminded to have a voicemail set up in case they cannot answer the phone in an emergency situation.
3. Parents or legal guardians must keep the bus/emergency card (Child Information Card) up-to-date especially on release information.
4. Adults who pick up children at school, or whom children are released to from the bus, must be listed on the emergency card and bus card.
5. Parent(s) or legal guardian(s) must see that an authorized individual is in the home when the child is dropped off. A picture ID may be checked if the individual is unknown to staff.
6. Parent(s) or legal guardian(s) who transport their children to the School must accompany them into the classroom and check in with the teacher. Children must not arrive at school prior to class starting time.
7. Children should not be sent to school if they are ill. The bus driver may return the child home if they become ill on the bus.
8. Parent(s) or legal guardian(s) should listen to the local TV station or check the CAAM Facebook page in the morning, for special bulletins regarding the bus schedules, or snow days. **Remember, if public schools are closed due to weather in your area, so is Head Start.**
9. Please have driveways and walkways clear in case the bus must use them.
10. Food is not allowed on the bus with the child or in the backpack. Animals/pets are not allowed on the bus.
11. Parents must put in writing if there is a change of drop off and pick up locations and give it to the bus driver/aide.

Bus Emergency Procedures

1. Emergency evacuation procedures, including participating in an emergency evacuation drill conducted on the vehicle in which the child will be riding are done (3) three times a year.
2. Children should speak quietly on the bus so the driver will not be distracted. They should never throw things on the bus or out the windows. Their feet should be directly in front of themselves and backpacks secured. Their hands should be kept to themselves at all times. They should listen to the bus driver and aide and follow instructions.
3. The bus aide will assist the children on and off the bus. The child will hold the handrail while going up and down the stairs.
4. The danger zone is the 10-foot area around the bus. The bus driver cannot safely see within the danger zone.

Children may learn these procedures during classroom activities and at home with parental involvement. In addition to emergency evacuation procedures, it is critical for children to learn and practice safety procedures on:

- Safe riding practices
- Boarding and leaving the vehicle
- Crossing the street

XIV. EMERGENCY/DISASTER PROCEDURES

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the CAAM Early Childhood Education Programs have made preparations in conjunction with local emergency response personnel to respond effectively to such situations.

Should we have an emergency or major disaster during school hours, your student(s) will be cared for at the School. Our Early Childhood Education Program has a detailed emergency plan, which has been designed to respond to any minor incident or major catastrophe. All parents will be notified as soon as possible, by phone call if available. In the event phone service is not available, other communication forms such as text message or local media announcements will be used. If alternate transportation is required, staff will work with parents to make arrangements.

Our outside classroom doors are locked at all times except during bus loading and unloading times. This measure is to keep our children and staff safe.

Your cooperation is necessary in any emergency, for both the safety of staff and students, and the speedy return of your child. Please....

1. **Do not telephone the school.** Telephone lines may be needed for emergency communication.
2. Do not go to the school, or evacuation site, until notified to do so.
3. In the event of a serious emergency, students will be kept at their classrooms, or evacuated to an alternate site. Only a parent or guardian 18 years or older, who has been identified as such on the program emergency card, will be permitted to pick up a student. Parents need to be patient and understanding with CAAM and its student release process.
4. If classroom staff are unable to contact parents, the main office staff will relay information.
5. Turn your radio and television to a local channel. If students are to be kept at school or evacuated to an alternate site, the media will be notified.

6. Impress upon your children the need for them to follow directions of any school personnel in time of an emergency.
7. It is recommended that the whole community refrain from using their cell phones during emergency situations. A sudden surge in cell phone usage could overload the system causing it to shut down.

The emergency actions your School may take are dependent on the emergency situation. Please realize that we will do everything within our power to keep your student safe. Planning ahead will help alleviate concern during emergencies.

XV. HEALTH POLICIES AND PROCEDURES

HEALTH POLICY FOR NON-EXCLUSION

No child will be denied admission, nor will any enrolled child be excluded from program participation for a long-term period, solely on the basis of his or her health care needs or medication requirements. However, a child may be denied admission, or be excluded from program participation, if keeping that child in the program poses a significant risk to the health or safety of the child, or anyone in contact with the child, and the risk cannot be eliminated or reduced to an acceptable level through modifications in policies, practice, or procedures, or by providing appropriate auxiliary aids.

WHEN IS SICK TOO SICK FOR SCHOOL?

Send me to school if...	Keep me at home if...
<ul style="list-style-type: none"> • I have a runny nose or just a little cough, but no other symptoms. • I haven't taken any fever reducing medicine for 24 hours, and I haven't had a fever during that time. • I haven't thrown up or had any diarrhea for 24 hours. 	<ul style="list-style-type: none"> • I have a temperature of 100.4 degrees. Children must be medication free to return to school. • I'm throwing up or have diarrhea 2 times in 24 hours. • I am lethargic. • I am not feeling well enough to participate as normal.

Procedures for a Child with Illness

1. Parents are responsible for monitoring their child for signs of infectious illness every day prior to sending children to school. Parents shall not send or bring a child to the School with any illness that prevents the child from participating comfortably in program activities, including outdoor play.

A child should be kept home if any of the following symptoms are present:

- Temperature of 101 degrees or higher. Child should be kept out until fever free for 24 hours without fever-reducing medication.
- Unidentified rashes that are spreading and are accompanied by fever and/or behavior change
- Vomiting more than once or with other symptoms
- Abdominal pain that continues for more than 2 hours or intermittent abdominal pain accompanied by a fever
- Diarrhea (2 times or more in 24 hours)
- Open, oozing sores that cannot be covered by a band-aid or gauze dressing

- Severe oral pain, redness, swelling or mouth sores with drooling
- The presence of any communicable disease

The School staff shall send home from the School, or isolate from the group, any child showing signs or symptoms of illness or infectious disease as stated above.

2. If changes in a child's health are observed while the child is at the School, he/she will be isolated in an area provided for this purpose and his/her parent(s) and/or legal guardian(s) will be contacted. Transportation arrangements are the responsibility of the parent(s) and/or legal guardian(s), if a child becomes ill at the School.
3. Re-admission after illness: Parents may send their child back to school after an illness listed above if they have been symptom-free for at least 24 hours without the use of medication or with approval from the Health Services Manager. Children must be able to fully participate in classroom activities.

Procedures for a Child with a COVID-19 related Illness

The program will follow the most recent CDC guidance regarding COVID-19 per the CAAM COVID-19 Mitigation Policy.

Medical Attention Policy

There are different situations in which staff needs to contact Emergency Services. Listed below is the policy of when employees need to **SEEK IMMEDIATE MEDICAL ATTENTION BY CALLING EMS.** All teaching teams are certified in CPR/FIRST AID and will take necessary precautions when needed. After calling EMS, staff will contact the child's legal guardian.

If any of the following conditions exist, or staff are not sure, they will immediately call EMS:

- If child is unconscious, semi-conscious or unusually confused.
- Child's airway is blocked.
- Child is not breathing.
- Child is having difficulty breathing or is unable to speak.
- Child has no pulse.
- Child's skin or lips look blue, purple, or gray.
- Child has bleeding that will not stop (after pressure applied for 5 min).
- Child is coughing up or vomiting blood.
- Child has been poisoned.
- Child has a seizure for the first time, or they have a seizure disorder and a seizure that lasts longer than 5 minutes.
- Child has any of the following after an injury: decreased level in alertness, confusion, severe headache, vomiting, irritability, or difficulty walking.
- Child has increasing severe pain anywhere in/on the body
- Child has a deep wound or severe burn.

- Child has a severe stiff neck, headache, and fever.
- Child is significantly dehydrated; sunken eyes, lethargic, not making tears, not urinating.
- If moving the child could cause further injury.

There are other situations that may be urgent, but do not require employees to call EMS. These situations are as follows:

- A quickly spreading purple or red rash.
- Blood in stools.
- A cut that might require stitches.

If these problems are noted the employees are instructed to call the child's legal guardian.

If a child has an Individualized Health Plan in place, that plan supersedes all recommendations (ex. If a parent wants EMS called for any seizure that takes place.)

Administration of Medication

In limited situations, a child may require medication during class time. When at all possible, parents are encouraged to schedule medication administration at home. If required during school hours, the parent/guardian must have all of the necessary paperwork in place **before the child starts in class**. The procedures are as follows:

1. Be done on the basis of written permission by the parent(s) or legal guardian(s).
2. Be done in compliance with a physician's instructions.
3. Be done in the presence of another.
4. The medication must be furnished by the parent or guardian. **It must be handed directly to the bus driver or classroom teacher/assistant** by the parent, guardian or foster parent.
5. Medication must not be sent in a backpack.
6. Be in a safe place under lock and key and inaccessible to children, when the drug is not being administered, unless it is a rescue medication such as an Epi-Pen or inhaler, or seizure medication.
7. No over the counter drugs will be administered without physician directive/prescription.
8. Every time a medication is given to a child, it is documented on the Medication Administration Log form.
9. If a parent administers medication to child while at the School, the parent must inform the appropriate staff member that the medication was given.
10. Medication shall be returned to the parent when the parent determines it is no longer needed or has expired.

Any unusual developments regarding medication must be reported to the Health Manager and/or parent immediately.

Injury Notification Policy

In the event that an accident/incident/injury does occur to a child in the classroom, the parent will be notified by a staff member. An attempt to contact parents at the time will be made. A written incident report will be filled out and a copy will be provided to the parent within 24 hours. A copy will be maintained at the central office and in the child's file.

If a parent chooses to seek medical treatment for their child following an injury in the classroom, the parent must notify the school within 24 hours of treatment and provide staff with a copy of the medical report.

Communicable Disease Control

Communicable disease control is also coordinated with the health departments of both Alger and Marquette counties. This on-going responsibility falls to the Health Services Manager. Parents should notify the Health Services Manager if their child contracts a communicable disease.

Nutrition

Non-Discrimination Statement

The U.S. Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov.

Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish).

USDA is an equal opportunity provider and employer.

The Food Service Manager plans menus which contribute to the child's daily nutritional needs, and offer variety to the child; inspects and maintains kitchens of quality standards; and offers updated nutrition information to staff, children, and parents and legal guardians through in-service training, newsletter articles, classroom visits, handouts, etc.

Staff and Child Responsibilities:

1. Washing hands before mealtime is required.
2. Mealtime should be a pleasant, relaxed time for the children.
3. Children are encouraged, but not required, to try all foods served.
4. Children are encouraged to use their self-help skills.

Parent(s) and/or Legal Guardian(s) Responsibilities:

They include follow-through of good nutrition practices by showing an interest in your child's meals at school, and preparing a balanced diet at home. Please share any information or concerns you may have concerning your child's diet. Contact the Health Manager or Food Service Manager if you have any questions.

PROTOCOL FOR HEALTH ALERTS: FOOD ALLERGY SUBSTITUTIONS & SPECIAL MEDICAL INFORMATION

As soon as a food allergy or special medical condition is identified, the Health Services Manager will provide the parent a "Special Diet Form" or "Special Medical Information Form", to be completed by the physician and parent. (This needs to be done for food allergies for which the Head Start program will be responsible for substitutions.)

After the Special Diet Form or Special Medical Information Form is returned, the Health Manager will set up a meeting with all involved people who may need to learn the health alert plan. **This meeting must take place before the child may start in the classroom.**

The Health Manager and parent write up the health care plan (Individualized Health Plan).

The Health Manager shares the written plan with the parent, the teacher, bus driver and the food services manager (if food allergy). The Teacher posts the allergy/special health concerns form in the classroom in a place respecting confidentiality. If a food allergy, a stop sign will be placed at the door to inform all those entering there are allergies within that classroom.

HYGIENE AND SANITATION POLICY

Staff, volunteers, and children must wash their hands with soap and warm running water for at least 20 seconds at the following times:

- a. After diapering or toilet use;
- b. When soiled.
- c. Before food preparation, handling, consumption, or any other food-related activity (e.g. setting the table.
- d. After handling pets or other animals and cleaning cages.
- e. Before eating.

Staff and volunteers must **also** wash their hands with soap and warm running water:

- a. Prior to starting the workday at the School.
- b. Prior to care of children.
- c. Before and after giving medication;
- d. Before and after treating or bandaging a wound (non-porous gloves must be worn if there is potential for contact with blood or other bodily fluids); or handling bodily fluids
- e. After assisting a child with toilet use.
- f. After handling garbage.

Non-porous (e.g. latex) gloves must be worn by staff/volunteers when they are in contact with spills of blood or other potentially infectious body fluids.

DIAPERING POLICY

Children will not be denied enrollment at any age because of diapering needs. Disposable diapers will be used and provided by the program. Parents may provide their own if they have specific brands preferred.

Diapering shall occur in a designated area with the child lying down on a vinyl pad/disposable towel. Older children may stand, near the toilet, for diaper changing. If able, children will be involved in changing their own diaper when possible.

Disposable wipes shall be used to clean child's soiled skin. Diapers shall be changed when soiled or wet.

TOILET TRAINING POLICY

CAAM/ECE staff will allow and enable children to independently use toilet facilities when it is developmentally appropriate and when efforts to encourage toilet training are supported by the parents. When developmentally appropriate, toilet training provides opportunities for children to learn self-control, autonomy, and responsibility. Milestones indicating a child's readiness for toilet training include:

- 1.) Muscle control -- to deliberately control starting and stopping a urine stream and /or squeezing with the larger muscles of the abdomen at the same time. This is usually developed once the child has been walking well for several months.
- 2.) Ability to communicate toileting needs, either verbally, through gestures, or in some other manner. The child must be able to understand and follow simple directions.
- 3.) Desire -- children must want to be trained for their own reasons and benefit, not only to please the parent/teacher. They will begin to become uncomfortable when soiled or wet and/or will want to begin wearing underwear.

CHANGING SOILED CLOTHES PROCEDURES

Only staff members and the child's parent will assist children with changing soiled clothes. Volunteers are not allowed.

We encourage child to sit on the toilet, to wipe themselves and re-dress themselves, providing help and support if necessary.

Soiled clothes are sent home in child's backpack in a plastic bag for laundering. Due to health code restrictions, staff are not allowed to rinse out soiled clothes.

Integrated Pest Management Advisory Notice

State of Michigan law requires that schools and day care Schools that may apply pesticides on school or day care property must provide an annual advisory to parents or guardians of students attending the facility.

Please be advised that the CAAM Early Childhood Program utilizes an Integrated Pest Management (IPM) approach to control pests. IPM is a pest management system that utilizes all suitable techniques in a total pest management system with the intent of preventing pests from reaching unacceptable levels or to reduce an existing population to an acceptable level. Pest management techniques emphasize sanitation, pest exclusion, and biological controls. One of the objectives of using an IPM approach is to reduce or eliminate the need for chemical applications of pesticides. However, certain situations may require the need for pesticides to be utilized.

As required by State of Michigan law, you will receive advance notice regarding the non-emergency application of a pesticide such as an insecticide, fungicide or herbicide, other than a bait or gel formulation, that is made to the school or day care grounds or buildings during this school year. Please note that notification is not given for the use of sanitizers, germicides, disinfectants or anti-microbial cleaners. In certain emergencies, such as an infestation of stinging insects, pesticides may be applied without prior notice to prevent injury to students, but you will be notified following any such application.

Advance notification of pesticide applications, other than a bait or gel formulation, will be given by at least 2 methods. The first method will be by posting at the main entrance to the school; the second method will be by the method(s) checked below:

- Posting in a public, common area of the school or day care School, other than an entrance. We will post on the parent information board.
- E-mail.
- A telephone call by which direct contact is made with a parent or guardian of a student of the school or a message is recorded on an answering machine.
- Providing the students of the school or children of the School with a written notice to be delivered to their parents or guardians.
- Posting information on the school or School's web site.

Please be advised that parents or guardians of children attending the school are entitled to receive the advance notice of a pesticide application, other than a bait or gel formulation, by first class United States mail postmarked at least 3 days before the pesticide application, if they so request. **If you prefer to receive the notification by first class mail, please ask your Family advocate for the request form.**

Please be advised that parents or guardians of children attending the school may review the school's Integrated Pest Management program and records of any pesticide application upon request.

XVI. EDUCATIONAL PROGRAMMING

Curriculum and Assessment

The Head Start and GSRP preschool classrooms use the High Scope curriculum. This is a developmentally appropriate, research-based early childhood curriculum that aligns with the Head Start Early Learning Outcomes Framework (HSELOF) and the Early Childhood Standards of Quality for PreKindergarten (ECSQ-PK). In support of the High Scope curriculum, the program uses the Child Observation Record (COR) as the ongoing assessment tool. Children are observed by the classroom staff and anecdotal records are recorded. Student information is collected in three periods during the program year. Parents will receive progress reports during parent-teacher conferences and on educational home visits. An end of the year report will be provided to families.

TEACHER HOME VISIT

A teacher's initial home visit is done before children attends class. Teachers will contact parents/guardians to set up one-hour visits with families. This gives teachers time to meet the children, build their trust and work with parents to develop a plan that is in the best interest of the children.

Each family is to receive an educational home visit during the program year. This is an opportunity to make a personal contact with families and help to support school readiness at home. The home visit will be 60 minutes

in length. During the Home Visit, teachers and parents will discuss child progress, as well as review the Individual Goal Sheet.

PARENT/TEACHER CONFERENCE

Parent conferences are an opportunity to touch base around the issues of child development. You will review the family report on each child's progress, anecdotal notes, and the Individual Goal Sheet. At this time parents and teachers evaluate the need for developing additional goals for the child and developing transition plans for those children who will be going to public school.

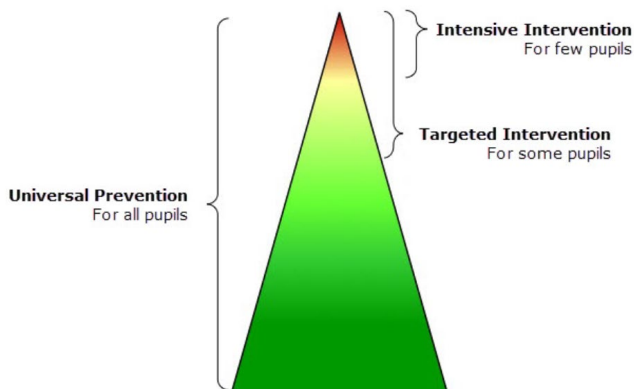
Behavior Management

One goal of CAAM Early Childhood Education is to help children develop self-regulation skills. We encourage children to be self-directed and to exhibit self-control. In order to do this, children need the opportunity to build a healthy self-concept (knowing who one is as a person, knowing one's talents, strengths, and limitations). This includes giving children respectful, honest feedback; acknowledging their accomplishments, and helping them to realize their own limitations so they can begin to work on them.

Young children, due to their developmental age, are not capable of understanding the ramifications of many of their behaviors; therefore they need to be encouraged to make good choices and to be prevented from harming themselves and/or others. This can best be accomplished through Positive Behavioral Interventions and Supports (PBIS).

CAAM staff are trained to use a multi-tiered system of support, as shown in the diagram below.

Tier 1: Universal prevention used with all children



only trained staff will implement those practices.

The basis of Tier 1 supports are the High Scope curriculum and Conscious Discipline.

Tier 2: Targeted Interventions for identified children

Tier 2 interventions are used with children identified as requiring additional supports through screening and observation.

Tier 3: Intensive Interventions for identified children

Children requiring Tier 3 interventions will receive an Individualized Behavior Plan developed by a team, including the mental health consultant, classroom staff, parents and administration.

*If emergency seclusion and/or restraint is part of the formal plan,

HIGH SCOPE Daily Routine

The daily routine is an important component of the High Scope Curriculum. Children enrolled in preschool classrooms will experience each of the following parts of the daily routine as described below. Individual class schedules (order of day) may vary. Teachers will provide copies of their daily schedule with times.

Arrival/Greeting Time (15-20 minutes) – Children enter the classroom at their own pace. Parents/guardians are encouraged to stay until children are ready for them to leave. Once all children have arrived, adults share the daily announcements.

Large-Group Time/Music and Movement (10-15 minutes) – All adults and children participate in activities planned around children's interests, developmental levels, music and movement, cooperative play and projects; and events meaningful to children.

Planning Time (10-15 minutes) – Children indicate their plans to adults in a place where intimate conversations can occur and where people and materials are visible. Adults use a range of strategies to support children's planning (e.g., props, area signs, tape recorders, and singing, planning individually, in pairs, in small groups).

Work Time (45-60 minutes) (children's hour of uninterrupted Choice Time) – Children always initiate activities and carry out their intentions. Children make many choices about where and how to use materials. During Work Time, adults participate as partners in child-initiated play and encourage children's problem solving both with materials and during times of social conflict.

Cleanup Time (10 minutes) – Children and adults clean up together keeping the spirit of play and problem solving alive. Children make many choices during clean up. Adults accept children's level of involvement and skill while supporting their learning.

Recall Time (10-15 minutes) – Gathered in small group settings, children choose Work Time experiences to reflect on, talk about, and exhibit. Adults provide a variety of materials and strategies to maintain interest as they follow children's lead and encourage children to share (e.g., individual props such as puppets, telephones or periscopes, group games using a hula hoop, ball or spinner, re-enacting, drawing, showing and describing a structure or painting). Adults are unhurried in their approach and may complete Recall Time with four or five children each day.

Small Group Time (15-20 minutes) – An adult-initiated learning experience based on children's interests and development where children explore, play, work with materials, and talk about what they are doing. Individual children explore and use the same set of materials in their own way.

Outside Time (30-40 minutes) – Children have many choices about how they play in the outdoor learning environment, much as they do during Work Time indoors. Adults supervise children for safety and also join in their active outdoor play, supporting their initiatives and problem solving.

Meal/Brush Teeth (20-25 minutes) – Family-Style meals support children doing things for themselves (e.g., serve themselves, pour beverages, distribute napkins, wipe up spills). Children choose whether to eat, what to eat, and how much to eat. Adults eat and have meaningful conversations with the children. Children are encouraged to clean their own snack space including disposal of leftovers, wiping of tables, and pushing in their own chairs.

Quiet/Resting Time (Full Day Only) (45-60 minutes) – Resting is a time for sleeping or quiet, solitary, on-your-own-cot play. Rest Time plans should be individualized to meet the needs of each child. Quiet play could include books, soft music, baby dolls, or fine motor manipulatives.

XVII. Program Evaluation

CAAM is required to work with the Michigan Department of Education (MDE) to measure the effect of the state-wide Great Start Readiness Program (GSRP). Information is sometimes collected about GSRP staff, enrolled children, and their families. Program staff or a representative from MDE might:

- Ask parents questions about their child and family.
- Observe children in the classroom.
- Measure what children know about letters, words, and numbers, etc.
- Ask teachers how children are learning and growing.

Information from you and about your child will not be shared with others in any way that you or your child could be identified. It is protected by law. Questions? Please contact:

- Corey Holcomb, ECE Director
- The MDE Office of Great Start, Early Childhood Education and Family Services, at
 - o mde-gsrp@michigan.gov,
 - o 517-373-8483, or
 - o 608 W. Allegan, P.O. Box 30008, Lansing, MI 48909.

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CAAM HEAD START/ GREAT START SCHOOLS

Dolores Wright Early Childhood School
1910 Werner St.
Marquette, MI. 49855
(906)250-8182 & (906) 250-8080
School Hours: 8:00am-3:30pm

Brookton Early Childhood School
275 Lost Creek Drive
Marquette, MI. 49855
(906)225-1619
School Hours: 8:00am-4:00pm

Gwinn Area Early Childhood School
211 Ventura Street
Gwinn, MI. 49841
(906)360-2126
School Hours: 8:00am-4:30pm

Silver Creek Head Start School
219 Silver Creek Road
Marquette, MI. 49855
(906)249-4559
School Hours: 8:30am-3:30pm

Aspen Ridge Head Start School
350 Aspen Ridge School Road, Room 241
Ishpeming, MI. 49849
485-3176 X1241
School Hours: 7:45am-3:30pm

Phelps Early Childhood School
700 E. North St.
Ishpeming, MI. 49489
(906)485-4521
School Hours: 8:00am-4:30pm

Munising Head Start School
413 Maple St.
Munising, MI. 49862
(906)387-2675
School Hours: 8:00am-3:00pm

Greenwood Head Start School
704 Greenwood Street
Ishpeming, MI. 49489
(906)485-2083
School Hours: 8:00am-4:00pm

Sawyer Elementary School
411 Scorpion St.
Gwinn, MI 49841
(906)251-8376
School Hours: 830am-3:30pm

***Class times may vary from School hours**

CAAM EARLY HEAD START SCHOOLS

Brookton EHS
275 Lost Creek Drive
Marquette, MI. 49855
869-4086

Munising EHS
413 Maple St.
Munising, MI. 49862
869-0062

Phelps Square EHS
700 E. North St.
Ishpeming, MI. 49849
869-2846

Gwinn EHS
201 Ventura
Gwinn, MI. 49841
869-7233