

Children's Center

722 East Beaver Avenue
Fort Morgan, CO 80701
(970) 542-0731

Parent Handbook



2024-2025

CHILDREN'S CENTER PARENT AND STUDENT HANDBOOK

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Welcome to the Children's Center

The Children's Center has been a proud part of the Morgan County School District Re-3 since 1989. Our childcare program was originally started with the goal of providing a loving, caring, and creative place for children outside of school hours. Over the years we have kept that goal and have grown into a full-time childcare facility providing care for children from 6 weeks to 12 years old.

The staff members at the Children's Center are constantly endeavoring to provide high quality programs and childcare to district staff, teen parents, and the community. We offer endless opportunities to learn and thrive in an enriched, supportive, and inclusive environment.

The children in our care are given educational and social experiences that encourage them to explore, experiment, and embrace new skills while building on existing abilities for lifelong success.

Thank you for allowing the Children's Center to be a part of this special time in your child's life.

Caring for Kids,

Esther Cooley

Early Childhood Program Director

Mission Statements

The mission of Morgan County School District Re-3 is to inspire creative thinking, high achievement, and lifelong learning.

The mission of the Children's Center is to provide a safe and caring environment that enriches children's lives through educational experiences offered in a quality childcare program.

Purpose, Philosophy, and Vision

The *purpose* of the Children's Center is to provide a safe, loving, fun and caring environment for all children to flourish and reach their full potential. The *philosophy* of the Children's Center is that all children should be provided with a quality and affordable childcare program with enrichment activities and recreational experiences to help children grow and develop during their early childhood years. The *vision* of the Children's Center is to continue to evolve the program into the highest quality of early learning and childcare for children and families.

The Children's Center does not discriminate based on race, color, national origin, religion, gender identity, or disability.

All policies and procedures established by the school district will continue to apply at the Children's Center.

Ages of Children Accepted

The Children's Center accepts and care for children 6 weeks old to twelve years old and has a license capacity of 120 children.

	Age	Option
Infant Care	6 weeks to 12 months	Full Time
Toddler Care	12 months to 36 months	Full Time
Pre-K Care	3 – 5 years old	Full Time / Part Time
Before School Care	Sherman Students	7:30-8:00
School Age Care	3 to 12 years old	3:00-5:30 p.m. Tuesday - Friday
Summer Care	3 to 12 years old	Full Time / Part Time

Please note that if applicable when a child's age qualifies for transition into another room for care, the family, child, teacher, and director will make the decision. This process will include a 'Bridge Time' between rooms to help the child acclimate to the new environment, teacher, and friends. After this a collaborative conference will occur to discuss and complete the transition.

Center's Operating Hours

The Children's Center is open on all Morgan County School District Re-3 days from 7:30 am to 5:30 pm.

Care on No School Days

The Children's Center also provides care on most of the days that school is not in session. Families are encouraged to sign-up for care ahead of time.

Closure Dates

The Children's Center will operate when Morgan County School District Re-3 is in session and during most no school days and school breaks. Please reference the Open & Closed yearly schedule for specific dates.

The Children's Center will be closed on the following holidays:

- * New Year's Eve
- * New Year's Day
- * Good Friday
- * Memorial Day
- * Fourth of July
- * Labor Day
- * Thanksgiving Day, and the Friday after Thanksgiving Day
- * Christmas Eve and Christmas Day

If the holiday falls on a weekend, the Children's Center will designate another day for closure. Advanced notice of additional or early closures will be given to families and an Open and Close Schedule annually. The Children's Center **will be CLOSED on district SNOW DAYS.**

During After School Care, if early dismissal is activated, children will be bused from their school to the Children's Center. **Families are asked to *please call both* the Children's Center 970-542-0731 ex. 40216 and their child's school if other care plans are made for their children.**

The Children's Center reserves the right to close for the day when attendance falls below 15 children.

For safety, no child will be allowed to walk to the Children's Center from school or walk home from the Children's Center.

Inclement/Adverse Weather

The Children will play outside every day. Please make sure your child is dressed appropriately for the changing weather every day. If the temperature is below 30° F or above 90° F, or the Air Quality Index falls between 101-150 the children will remain inside for large motor recreational activities.

Please see District Policy information on our website ~ fortmorgank12.com

Admission/Registration

Registration forms are available at the Children's Center and online. Registration is limited to license capacity. Please note that limited part-time care is available during the summer. The number of spaces available in the summer is one hundred full-time students and twenty part-time students. Registration is offered on a first come first served basis. Once the program is at license capacity, a waiting list will be kept accommodating families in a fair and timely manner.

The Children's Center will conduct a parent interview before care begins. The interview will cover overall program information and requirements and determine if the program is able to meet the needs of the child and family. Prior to the first day of care each family must submit completed: registration forms, health statement, immunization records, and birth certificate for their child.

Teen parents must be currently enrolled in Morgan County School District Re-3 to register their child for care at the Children's Center.

The Children's Center meets all ADA regulations and is an inclusive early learning and childcare center. The Children's Center partners with families to meet the needs of children with learning and developmental delays. This is an individualized process for each family focusing on inclusion, adaptive accommodations, and embedded support. The Children's Center partners with families and the school district to meet the needs for children's learning and developmental goals.

Two-Week Trial Period

The first two weeks of a child's enrollment is a trial and adjustment period for children, parents, and the center staff. During the two-week trial, the parent or the provider can terminate care without reason or notice. Please note that every effort will be made to accommodate care for all children.

Fees and Payment Procedures

The Children's Center has established flat rates for all program options. Please refer to fees for specific prices. Infant Care, Toddler Care, Pre-K Care, and School Age Care are billed at a flat monthly rate. Summer care is billed at a monthly rate according to enrollment option. There is a \$50 registration fee per application per child and it is *non-refundable*.

It is our expectation that the entire balance is paid in full each month and that you pay your account to prevent it from exceeding one month's fees. We do not allow a carry-over balance; however, if accounts have a carry-over balance or are not paid in full by the end of each month, a \$100 monthly fee will be added to your account until it is paid in full. *Please note that Infant, Toddler and Summer Care are charged a 50% retaining fee to reserve your spot in the program.*

The Children's Center accepts Child Care Assistance Program (CCCAP) through The Colorado Department of Human Services. Families are encouraged to apply for CCCAP to assist in the cost

of childcare. If approvals are not completed, it will be the parent/guardian's responsibility to pay the full balance.

Fees are due and payable as per the payment contract signed by each parent. ***ANY CLIENT THAT IS THREE (3) DAYS BEHIND IN PAYING FEES WILL BE DENIED SERVICES UNTIL ALL FEES ARE PAID IN FULL.***

An additional \$50.00 will be charged for all checks returned due to insufficient funds. Additionally, a client who has a check returned due to insufficient funds will need to make all further payments in cash or money order.

Please be advised that accounts turned into collections will no longer be eligible for care at the Children's Center.

Class	Age	Option	Price	25% Discount for District Staff	Teen Parents
Infants	6 weeks 12 months	Full Time	\$1000/month	\$750/month	Rates for Teen Parents will be determined by Department of Human Services after reviewing their Application for Colorado Child Care Assistance Program (CCCAP)
Toddlers	12 months 36 months	Full Time	\$100/month	\$750/month	
Pre-K Care	3 – 5 years old	Full Time Part Time	\$800/month \$400/month	\$600/month \$300/month	
Monday Care	3 -12 years old		\$140/month	\$105/month	
Before School Care	Sherman Students	7:30-8:00	\$100/month	\$75/month	
School Age Care	3 -12 years old	3:00-5:30	\$150/month	\$150/month	
Summer Care	3 -12 years old	Full Time Part Time	\$800/month \$400/month	\$600/month \$300/month	

Please note:

- All Fees are billed monthly regardless of attendance during the month.
- Late Departure Fee - \$10.00 per day per child.

Identifying Where Children Are at All Times

Every child is signed in and out of the program daily. The person dropping off or picking up a child must sign and date the sign in/out book for every child he/she is picking up every day. When children arrive, the classroom teacher and program Director document their attendance. At various times throughout the day children are counted, especially during transitions. Circles are posted outside the classroom doors to inform where children are when not in their classroom.

Staff and children are scheduled into different activity areas throughout the day. Since children leave at different times, staff keep track of children in their care on an attendance sheet. They mark the children's departure by being sure that all the children have safely left the Children's Center by the end of the day. Staff use radios to communicate where children are at all times.

Guidance, Positive Instruction, Supporting Positive Behavior
the Children's Center will:

Cultivate positive child, staff, and family relationships: Each teacher at the Children's Center have been trained in positive teaching practices that ensure each child's behavior is guided in a positive direction. We continuously incorporate our families through daily communications regarding their children and encourage family involvement to ensure their children are being guided in a positive direction.

- 1. Create and maintain a socially and emotionally respectful early learning and care environment:** All of our teachers encourage positive interactions with each child through demonstration and teaching that allow children to learn and be capable of respecting others socially and emotionally.
- 2. Implement teaching strategies supporting positive behavior, pro-social peer interaction, and overall social and emotional competence in young children:** Through training each teacher can reinforce children's positive behavior effectively and positively and re-direct any behavior that is harmful to a wanted behavior. Each teacher continuously demonstrates positive interactions with each child, which helps children learn how to treat others in a positive way and allows them to be more socially and emotionally aware of the feelings of their peers.
- 3. Provide individualized social and emotional intervention support for children. Including methods for understanding children's behavior and developing and implementing team based positive behavior support to prevent suspensions and expulsions:** The Children's Center believes in working as a team to identify the specific social and emotional needs of each child. Our staff are trained in methods that enable them to understand children's behavior and develop positive support plans for each child. This reduces challenging behaviors and may help to prevent suspensions and expulsions.
- 4. Access and early childhood mental health consultant or specialist as needed:** At the Children's Center we continuously strive to strengthen our relationships with our children and their family. While working with our families we strive to provide each child with specialized care within our classrooms. When the situation arises that a child's needs are too difficult to address in the classroom, we will give families information about an Early Childhood Mental Health Specialist to support their child in all environments.

Discipline/Guidance

All children are learning to be responsible for their behavior. Appropriate behavior is expected and will be positively reinforced by all staff. Staff are responsible for children's discipline in and out of the classroom with the goal of helping children gain self-control. Our classroom environments encourage appropriate behavior and help children learn social skills. The rooms are filled with a wide range of activities that are age and child appropriate and that will interest and channel behavior constructively. Our Early Childhood Teachers are trained to observe and recognize signs of an impending crisis, to redirect children before problems arise, to reinforce positive behavior whenever possible, to encourage pro-social behavior, setting limits, help children learn problem solving skills and natural or logical consequences as well as knowing when it is appropriate to remove child from a situation.

The following actions are not acceptable by staff or volunteers in any classroom:

- Physical mistreatment or restraint of any kind.
- Frightening or threatening a child.
- Humiliating, degrading, ridiculing, or yelling at a child.

The staff utilize a system of progressive discipline when inappropriate behavior is involved. The consequences will range from a verbal warning to expulsion from the Children's Center. Parents will be informed of serious discipline concerns and will be involved in the writing of a discipline plan when appropriate.

The Code of Conduct and Violent and Aggressive Behavior (file: JICDD) for all Morgan County School District Re-3 students are enforced at the Children's Center.

Notification and Handling Children's Illnesses, Accidents, and Injuries

When a child is injured or has a minor accident while in the program, staff will first administer first aid. Children who become ill while attending childcare will be sent home. Parents will be notified immediately and will be expected to pick up the child promptly. An ill or injured child may not stay at the Children's Center. Children who are ill or have been sent home by a school nurse will not be accepted into care at the Children's Center that day. All communicable illnesses will be reported to the local health department pursuant to the Colorado State Department of Public Health and Environment. We follow the 'How Sick is too Sick' Health Department guidelines.

In case of an emergency, 911 will be called and the child will be taken to the closest emergency room at Common Spirit St. Elizabeth Hospital, 1000 Lincoln Street, Fort Morgan.

The following is the order of notifications and reports:

1. Emergency Services will be notified.
2. Families will be notified.
3. Morgan County School District Re-3 Accident Report will be completed.
4. The Department of Human Services Accident Report will be completed.

Emergencies and Drills

The children and staff are educated and practice the steps to follow in case of a fire, tornado or other emergency and they participate in drills throughout the school year. The fire drill exit procedures are posted in each room. Tornado drills will be held monthly from March through October. A record of all drills is kept at the center. The **Children's Center** also practices lock down, reverse evacuation, shelter in place, and active shooter, and evacuation drills. Emergency notifications and reunification directions will be sent to families using the district notifications system and the ELV app. In the event of an emergency children with disabilities and access/functional needs will be with their designated caregiver and care plans. Their priority status and needs will be communicated with district and local emergency management. After an emergency or disaster the district will identify alternate care locations, designate staff to manage children, communicate with parents. The **Children's Center** has backup supplies and plans for resuming normal operations depending on the circumstances while prioritizing the well-being of children and staff.

The **Children's Center** adheres to all Emergency Response Procedures instituted by Morgan County School District Re-3. Guidelines about the procedures used are available in each classroom and the office. All staff are trained using Emergency Response Procedures annually.

FIRE PROCEDURES

Fire exit directions are posted in each classroom. In case of an actual fire or drill children and teachers will follow these steps:

- Teachers and children will follow their fire exit route.
- Teachers and children will walk normally and quietly while exiting the building.
- Program staff will close all doors and check classrooms and bathrooms for children.
- Once outside, teachers and children will stand quietly in their designated area.
- Teachers and children will re-enter the building in a calm and orderly manner when directed to do so by the building administration.

TORNADO EMERGENCY PROCEDURES

Children practice tornado drills monthly. Tornado procedures are posted in each classroom. In the event of a tornado, classroom staff will be notified over the P.A. (public address) system and they, along with the children will follow these steps:

- Teachers and children will proceed into the Sherman building hallways where they sit against the wall.
- If teachers and children are outside when a warning is signaled, the teachers will immediately bring the children inside to the nearest hall and have the children sit against the wall.

Lost Children Procedure

The plan of action in the case of a lost or missing child from the **Children's Center** premises will include the following:

- 1) The staff member in charge of the missing child will notify the office immediately.
- 2) A quick check of the premises will be done immediately by staff not supervising children.
- 3) The parents or guardians will be notified immediately.
- 4) Prompt action will be taken to notify the local authorities (police, etc.) immediately.
- 5) The Morgan County School District Re-3 District Support Center will be notified immediately following the notification of parents and local authorities.
- 6) The Children's Center will submit a lost child written report to the local authorities and will contact the Colorado Department of Human Services within twenty-four hours of an incident.

A LOST CHILD ON A FIELD TRIP

The plan of action to follow in the case of a lost or missing child on a field trip will include the following:

- 1) A master list of the students leaving the Children's Center will be made with a list being left at the Children's Center and one carried with the supervisor in charge of the field trip.
- 2) Each group leader will be assigned a specific number of children. They will always carry a list of the students in their charge.
- 3) Each group leader will make frequent periodic checks to confirm that all the children are with them.
- 4) If a child becomes lost the group leader will notify the supervisor in charge. A quick check of the premises will be done immediately by staff not supervising the children.
- 5) The supervisor will immediately contact the local authorities available for immediate help in locating the child.
- 6) After a plan has been put into action in trying to locate the lost child, the supervisor will immediately check the safety of the rest of the children.
- 7) The supervisor in charge of the field trip will immediately notify the Children's Center office so parents or guardians and Morgan County School District Re-3 authorities are notified.

- 8) If the field trip is terminated before the child is found, the Director will remain at the site until the parents/guardians arrive. The other staff members and children will return with the bus to the **Children's Center**.
- 9) The **Children's Center** will submit a lost child written report to the local authorities and will contact the Colorado Department of Human Services within twenty-four hours of an incident.
- 10) Any child who arrives after a group has left for a field trip or excursion will remain at the **Children's Center**. The child can be taken to the event by a parent. A staff member may transport children to events if they are preapproved by the Transportation Director and there is district vehicle available. No child will be left unattended.

Television and Video Viewing

The **Children's Center** follows licensing guidelines regarding screen time and media.

- Media and internet usage will center around curriculum development and motor movement.
- A Media Plan with online safe practices will be taught to school age children and reviewed monthly.
- No television, recorded media, computer, tablet, and media devices will be used during meals or snack time and will be limited to no more than 30 minutes per day.
- On special occasions, 60 minutes may be exceeded with permission from the Director.
- Content of all material will be previewed by a staff member and screened for explicit language or topics. Movies viewed are rated either G or PG.
- Computer and tablet devices must not exceed 30 minutes per day.
- Parents or guardians must give permission for television and video viewing.
- Children under two years old will not be exposed to any screen time.

Transportation

Families participating in Infant Care, Toddler Care and Pre-K Care programs will transport their children to the **Children's Center**. Children participating in After School Care coming from Morgan County School District Re-3 schools will be bused to the **Children's Center** immediately following afternoon dismissal. Please note that there is no bus transportation offered during school breaks or on district no school days. Parents must provide their own transportation during these times. Transportation will be provided during Summer Care activities and field trips.

Field Trips

Children may have the opportunity to go on field trips throughout the year. Please note that other fees may apply for field trip expenses.

Field trips provide opportunities for hands on experiences and extended learning. Children will be always supervised by staff during field trips and the child-staff ratio will be maintained

according to licensing regulations. If children attending the field trip require routine medications during the field trip or have special health needs, a staff member with current medication administration training and delegation will be present on the field trip.

Safety Related to Riding in a Vehicle: Seating, Supervision, Emergency Procedure

Morgan County School District Re-3 provides bus transportation to the Children's Center from all Morgan County School District Re-3 schools each afternoon for After School Care. When a child misses the bus that transports them to the Children's Center the school staff will contact the Children's Center to let them know that the student is at the school. The Children's Center will then call the parent. The parents will be responsible for picking up the child and transporting them to the Children's Center.

When children are transported in a school vehicle other than a school bus, each child must use a seat belt and proper safety restraint. Children are to be instructed on safety in case of an emergency or accident. Children must remain seated while the vehicle is in motion. All transportation staff are tested and certified through the Transportation Director of Morgan County School District Re-3.

During bus transportation it is expected that all children follow the bus rules and regulations (File: JLCC). Children who are given citations from the bus driver will have their parents contacted and could be suspended from bus services. If the bus services are suspended due to behavior issues, parents will have to transport their child to the Children's Center until a resolution is reached. Please refer to policy (File: EEAEC).

In the event of a transportation emergency the children will be kept calm and safe until emergency service arrives. The driver will notify 911, transportation department, and the Program Director of the emergency. The staff will remain and supervise children during the emergency or instruct children on safety steps to follow.

Dropping Off / Picking Up Students

Keeping children safe at all times while they are in the program is a priority at the Children's Center. We require that all families sign their children in and out of the program on the electronic device. Families may list alternate adults that have permission to pick up their child on the registration paperwork. This information includes the names, phone numbers and addresses of those individuals the parent(s)/guardian(s) authorize to pick their child up from the Children's Center. Please keep in mind the following:

- **If an individual's name is not on the authorized pick-up list, the child will not be released to that person.**
- ***All persons picking up a child must be prepared to show a picture ID every time they enter the building,*** regardless of being named on the pick-up list. If staff does not know a person, they will need to present a photo ID for verification.

- No one under the age of eighteen will be allowed to pick up a child from the program.
- If applicable, children will not be released to people listed on a restraining order from the courts.

To make morning transitions better for younger children, we ask parents that when dropping off their child, they make every effort to reassure their child and then say good-bye. It will be easier for the child, and it will allow the teacher to comfort and redirect the child's attention to the activities of the day.

At the end of the day, staff will check the sign in sheet upon leaving to ensure that all children have left for the day and are signed out.

School Age Care and Pre-K Care children will be checked in by a staff member. The Children being transported to the **Children's Center** from private schools will need an adult to enter the building and check them into the ELV system.

During summer, parents are responsible for bringing their child into the center and signing them into the sign-in/out of the ELV system.

Failure to pick up children from the **Children's Center** will result in the Department of Human Services and Law Enforcement being notified and intervening on behalf of the child.

Parents, please notify the **Children's Center** when your child will be absent from the program.

970-542-0731 ext. 40216/40315

Emergency Contacts

An emergency contact person listed on the registration form is required. Emergency contact person must be someone other than parents. List a person *that* can assume responsibility for your child in the event of an emergency. ***Please update your child's records if your emergency contact information changes.***

Caring For a Child Who Arrives Late at the Center

When a child arrives late at the center and their group has left the center, a staff member or Director, will care for that child until the classroom teacher and care group returns.

Storing and Administering Medications

Any medication that must be given requires written permission from the student's doctor and a parent must sign the Permission for Medication Form file: JLCD-E. This includes prescription and non-prescription medication.

The medication must be brought in an original labeled container and have doctors' orders for the administration of the medication. Medications are stored out of the reach of children in a locked cabinet. Refrigerated medications are stored in a locked box in the refrigerator in the clinic.

Medication will be given at school only if the effectiveness is altered by not giving it during the school day.

If it becomes necessary for a child to take any form of medication at school, these steps must be followed:

1. Only staff members trained in Medication Administration and given Nurse Consultant Delegation will be allowed to give medication to children at the **Children's Center**.
2. Written authorization from the physician for the school stating the child's name, reason for medication, medication name, dosage, time to be given, length of time of administration and any side effects or reaction to watch for.
3. Written authorization from the parent/guardian.
4. An adult must bring the medication to the center in its original pharmacy labeled container.
5. The medication must also have written orders from the physician and a "Permission for Medication" form signed by a parent/guardian. Any time medication and/or dosage changes throughout the year, all paperwork (written doctor's orders, permission for medication form and label on the pharmacy bottle) must be updated. Prescriptions must be renewed at the beginning of each year.
6. The staff member with medication administration authorization will keep a medication log.
7. All medication is kept locked up in the clinic and inaccessible to children.
8. All over-the-counter medication sent to school to the child will not be given and will be kept at the center and given back to the parent.

Children's Personal Belongings and Money

During After School Care, children will have a cubby available to store their personal belongings. All other care programs will have a cubby in their classroom labeled with their name. The **Children's Center** is not responsible for items that are lost or broken in the program. Parents are asked not to send toys or money with their child unless requested by a teacher. All money brought by the children for field trips will be the responsibility of the child.

Meals and Snacks

Breakfast and an afternoon snack will be provided without charge for children who are in attendance that day. A hot lunch will be available for all children present during the lunch hour. Lunch tickets may be purchased depending on Income Eligibility Form qualifications. All children

enrolled in the **Children's Center** program are required to fill out the CACFP IEF for childcare form.

Parents of infants are asked to provide specialized formula or breast milk for their child. The **Children's Center** and CACFP will supply Parent's Choice formula/Soy formula. When the infant is ready the **Children's Center** will supply baby food, cereal, and snacks.

The **Children's Center** participates in CACFP, a USDA-funded program and is an equal opportunity provider and employer. In accordance with federal law and US Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

To file a complaint of discrimination, write:
USDA, Director, Office of Civil Rights
Room 326-W, Whitten Building
14th and Independence Avenue
SW Washington DC 20250-9410
Or call: (202) 720-5964

Diapering and Toilet Training

For infants and toddlers diapering is done throughout the day with loving care and reassurance that their needs are being met. When diapering, staff members follow the rules and steps posted by the changing stations. Because of the many diseases and germs that can be transferred during diaper changes, Standard Precautions are always used when diapering. Please note that due to sanitation concerns the **Children's Center** does not allow the use of cloth diapers, only disposable diapers are permitted.

Parents will provide wipes and diapers for their infants and toddlers as needed. EHS children will have diapers and wipes provided.

The **Children's Center** believes in partnering with parents to start toilet training. We begin by having an agreement between parents and teachers on the process we will follow while toilet training. We provide unique child-size toilet areas to help alleviate fears and insecurities.

To start toilet training we require that children meet the following:

- Be at least 20 months old.
- Be able to pull their own pants on and off.
- Be able to communicate verbally the need to use the bathroom.

Teachers and parents will plan to work together to remain consistent between home and childcare. There will not be force or shame involved in toilet training. Each child will be given the opportunity to use the toilet, but we understand that it is ultimately the child's decision.

If your child is in the process of toilet training, we ask that you provide extra clothes, wipes, pull-ups, and underwear.

Visitors and Volunteers in the Center

Visitors and volunteers are welcomed and encouraged to be a part of the Children's Center program. They must check in and out at the office before proceeding to the classroom and before leaving the building.

If a visitor is going to the infant room, they must wear booties and a smock. We also require frequent handwashing throughout their visit, especially before and after transitions.

Visitors and Volunteers will never be left alone with the children.

Volunteer responsibilities:

- Participate in activities.
- Follow rules and regulations of all governing agencies.
- Receive training regarding expectations of volunteers.
- Work directly under the supervision of a staff member.
- Complete background investigations to CBI and TRAILS at their own expense.
- Complete Mandatory Reporter Training in Child Abuse and Neglect.

Parent and Staff Conferences

Parent and teacher conferences will be held in the Fall and Spring. They will also be available at parent's request when needed to discuss concerns, progress, or recommendations.

Filing a Complaint

If families have a complaint or concern, they can make them known by telephone, email, or personal interview. Complaints should be made to the Director and will be addressed immediately. We will strive for a peaceful resolution for all parties involved, so we can maintain a high level of care for each individual family.

To file a complaint with DHS about this facility contact:

Colorado Department of Human Services

Division of Child Care

1575 Sherman Street

Denver Colorado 80203-1714

Or Call (303) 866-5958 or (800) 799-5876

Reporting Child Abuse

Staff are Mandated Reporters and are required by law to report suspected child abuse or neglect. In the event that a report is made, the program will cooperate with the Department of Human Services and the Fort Morgan Police Department. To report suspected abuse or neglect of any child, call the Child Abuse and Neglect hotline at 1-844-CO-4-KIDS (1-844-264-5437).

Withdrawal from the Program

A two-week notice is required when withdrawing from the Children's Center. Also, a two-week notice will be given to families if the Children's Center can no longer offer care for their children.

Suspension and Expulsion from the Children's Center or School

Suspensions and expulsions can be utilized in cases of severe, chronic, and dangerous misbehavior. Please refer to policy (File: JKD/JKE) If a child is suspended or expelled from school, they may not attend the Children's Center.

Program staff are trained and work to identify the social, emotional, and developmental needs of each child. However, there are times when a child may need additional care that our staff are not able to provide. If we feel that a child's behavior endangers the safety of other children, we will notify the family and begin with a conference. We will work together to develop and plan of action. During that time if a child is a danger to themselves or others, we may choose to suspend the child from care. Including but not limited to biting, hitting, kicking, slapping, punching, and any type of aggressive bullying behaviors. Please refer to the Discipline Policy and Procedure on Guidance, Positive Instruction, Supporting Positive Behavior, Discipline and Consequences in this handbook for the steps taken by our staff to work with children who are displaying challenging behavior. It is only after supports are given and as a last resort that we would ask to remove the child from care at the Children's Center.

Asbestos Notification

To comply with the EPA AHERA regulations, Morgan County School District Re-3, must notify all students, staff, and patrons that all schools have been inspected and that there are Management Plans available for inspection. These plans are available at the Maintenance Office, 1301 East Riverview Avenue. Any remaining asbestos in schools is in good shape and poses no danger. The district maintains periodic inspections every six months to comply with the regulations.

Caregiving and Continuity of Care

Children enrolled at the Children's Center will be assigned to a specific classroom and teaching staff. These staff members will be the child's continuous care providers in support of the formation of a strong emotional bond between child and adult. Every effort will be made to maintain continuity for each child in our care.

Clothing and Supplies for Infants and Toddlers

Please send a complete change of clothes, socks, and jacket for your child to be kept at The Children's Center. Parents are responsible for providing the following items as needed:

- Diapers
- Wipes
- Bottles

- Formula
- Diaper Cream
- Sunscreen
- Water Bottle
- Blanket for Toddlers and Sleep Sacks for Infants

Please make sure your child wears shoes daily to aid in their growth and developing skills.

All belongings should be labeled with the child's first and last name. Early Head Start children will have diapers, wipes, and formula supplied.

Communication

The **Children's Center** strives to ensure that persons with Limited English Proficiency have a meaningful and equal opportunity to participate in services, activities, and programs by providing communications services. The **Children's Center** communicates through a Language Interpreter and district resources to accommodate home language accessibility.

Communication in Infant and Toddler Care program involves parent and teacher face to face interactions and daily reports through Early Learning Ventures app to inform families about their child's daily activities and care. Communication in the Pre-K Care programs involve using the Early Learning Ventures app and face to face interactions. School Age Care communication is done face to face and the Early Learning Ventures app.

To communicate by phone please call 970-542-0731 ext. 40216 or 40315.

To communicate by email please email esther.cooley@fortmorgank12.com

Critical Incident Procedures

In the event of a safety or security threat inside or outside the building, the Fort Morgan Police Department has assisted the school in establishing safety procedures. Children will be taken to secure areas until the school office is notified by the police department that everything is safe. The safety procedures are practiced each year. In the event of a safety or security threat, please do not call the school or attempt to pick up your children.

Commitments to Excellence

Please see District Policy information at the back of the book. The **Children's Center** is also committed to excellence in Continuous Quality Improvement. Part of quality improvement is planned in Colorado Shines. A copy of the plan is available in the office and will be reviewed with families and stakeholders yearly.

Children with Special Needs

The **Children's Center** accepts children with special needs and different abilities. Children with unique physical and mental abilities are accepted and offered care. Before a child with special needs is admitted to the **Children's Center**, the parents or guardians are required to meet with

the director and provide a complete background explaining the child's condition and accommodations that need to be provided. There may be exclusion for care based on adaptive equipment availability and lift limits of fifty pounds. This must be done before the child can be accepted for care into the program. Our goal is to provide an inclusive environment with embedded support for all children.

Daily Schedule and Activities

At the Children's Center, we strive to provide a nurturing, healthy and comforting environment where children can be happy, healthy, and secure. Every room's schedule and environment are designed to help children develop positive self-esteem.

Children are involved in many different activities throughout the day suitable for their developmental level on a group and individual basis. Activities provided include arts, crafts, music, and movement along with unstructured and structured play. Enrichment activities are designed to enhance their emotional, cognitive, social, and physical development. They are planned based on children's interest and are structured and supervised. All children are encouraged to participate within their abilities. A daily schedule and monthly newsletter are printed to inform parents of the activities. Students are asked to come to school neat, clean, and dressed appropriately for the season and childcare setting. The district policy (File: JICA) regarding dress code is enforced while students are attending the Children's Center.

Damages to Program Property

The Children's Center provides a variety of toys, manipulatives, supplies, materials, and furniture for children to enjoy while learning and playing. We understand that with everyday use, wear and tear is expected. For this reason, we take great care of all our property and ask that children do the same. We expect children to treat program property with care and respect. If a child intentionally destroys or steals program property, parents will be responsible for the cost of the item, so we can maintain a high-quality environment for everyone.

Environment for Infant Room

With infants commonly on the floor we want to provide a clean, safe, and healthy environment in the Infant Room. We practice a 'shoe safe shoes and smocks' policy in this room. We ask that parents and staff entering the carpeted area of the infant room please slip a pair of shoe covers over their shoes and wear a smock over their clothes. In an effort to protect infants from secondhand and thirdhand, no smoking of any kind is allowed in or around the building. Additionally, staff who smoke must have clothing to wear at the Children's Center that has not been exposed to a smoking environment. Staff must keep hair and skin clean and smoke free when working with infants.

Food Allergies

The Children's Center must be notified in writing of any food allergies a child may have. All medical documentation must be submitted before the child begins care in the program. Please see (File: JLCDA) for further information.

Handbook Agreement

The Children's Center handbook is a reference for policies and procedures designed to provide families with important and current information about our program. The handbook is updated annually and is approved by the Morgan County School District Re-3 Board of Education. Any time there is an update, it will be presented to the Board and, once approved, families will receive the updated version of the handbook on the district website.

When registering for care, each family will be sent an electronic version of the Children's Center handbook. It will also be available online on the program's website. Families are required to sign that they received and understand the parent handbook.

Health

To maintain health in our environment, teachers spray down the classroom with a sanitizing or disinfecting solution every night. Toys are sanitized and disinfected once a week and stuffed animals and bedding are washed weekly. The children's cots are washed down daily with a sanitizing solution after nap time. The walls, sinks, tables, bathrooms, cribs, highchairs, cubbies, and other furniture are constantly maintained and washed.

Before a child can start care, a Health Form must be signed by a doctor and returned to the center. Once a child is enrolled, this form will be renewed annually.

The Health Status Form, Immunization Form, and Over the counter Medication Form must also be updated as directed by your physician.

Illness Policy and Screenings

For the health and safety of children and staff, we ask that parents keep their child at home if they do not feel well enough to participate in normal activities, need more care than staff can provide or have any of the symptoms listed below:

1. Fever over 100.4
2. Vomiting
3. Diarrhea
4. Flu symptoms
5. Coughing (severe)
6. Rash with Fever
7. Chicken Pox
8. Pink Eye (until treated)
9. Head Lice (until treated)
10. Hepatitis A
11. Impetigo
12. Ringworm
13. Roseola
14. RSV (until doctor approved return)
15. Strep Throat

16. Vaccine Preventable Diseases (until doctor approved return)

If your child is sent home, they must be symptom free for 24 hours, on antibiotics or have a doctor's approval before returning to the **Children's Center**.

To mitigate the spread of lice, the Program Director has the option of sending home any child with live lice for initial treatment. Children with nits only may remain in childcare if parents are actively combing out and treating the nits.

Vision, Dental, and Hearing Screenings will occur during the school year for our Infant, Toddler, and PreK Care programs. Families will be given advance notice and will be able to authorize permission before the screening occurs. The dates for the screenings will vary according to the availability of the screeners. Families may also opt out of any or all the screenings by documenting their choice on the permission slips.

COVID Policy

The pandemic has presented unique challenges for early childhood, but the **Children's Center** will make every effort to support families and continue providing services through pandemic incidents. To reduce or lower the transmission, infection, and disease severity of SARS-CoV-2 (COVID-19), Children's Center has practices and strategies in place for both program staff and enrolled children. This practice includes hand washing, environmental cleaning, disinfecting, quarantining, distance play, masking, and classroom closures. This policy may be updated at any time to align with current needs of the community and public health guidance for COVID-19.

Immunization of Students

Before your child begins care at the **Children's Center**, you must provide your child's immunization record if it is not obtainable from the Colorado State Immunization site. The **Children's Center** is required to have an immunization or exemption record kept in file at the center. If your child needs immunizations, you will be notified to have them done before your child can return to childcare. Parents may also file an exemption form on the CIIS website. The Immunization Record must be updated according to the age requirements of your child as stipulated by the Health Department.

Staff members who manage or process immunizations are trained annually on immunization courses through the Colorado Department of Public Health and Environment.

Parents Right to Know

Please see District Policy information on our website ~ fortmorgank12.com

Parents Portal Instructions

Please see District Policy information on our website ~ fortmorgank12.com

Playground

The playground areas at the Children's Center are used to help children develop their large motor skills and experience nature. Every class has scheduled playground time daily. If they cannot play outside due to weather restrictions or hazards, large motor activities will be provided indoors. All structures, equipment and environments are checked for safety daily. All indoor equipment meets safety standards.

Referral for Family Services or Support

If a family expresses that they may need additional support services mental health, health, developmental, education, trauma, and adversity support services to a staff person will forward this information to the Director. The Program Director will provide contact information to the family or call the service provider directly, depending on the nature of the support needed. The Children's Center works to provide outside resources for parents, these resources include but are not limited to Nurse Family Partnership, St. Elizabeth Hospital, Baby Bear Hugs, and the Caring Pregnancy Center, and WIC. The Children's Center Director will also meet with families regarding progress and if further assistance is needed.

Right to Searches and Possession of Drugs and Alcohol

It is unlikely that there will be a need to search for a student. However, in the event of the necessity to do so, we will be guided by Morgan County School District Re-3 School Board Policy (File: JIH). The use, possession, distribution, or sale of drugs and alcohol by students is prohibited by Board of Education Policy (File: JICH and JICH-R). All Morgan County School District Re-3 facilities are smoke-free environments.

Safe Infant Sleep Policy

Safe Infant Sleep in Child Care

Providing infants with a safe place to grow and learn is very important. For this reason, the Children's Center has created a policy on safe sleep practices for infants up to 1-year-old. We follow the recommendations of the American Academy of Pediatrics (AAP) and the Consumer Product Safety Commission to provide a safe sleep environment and reduce the risk of sudden infant death syndrome (SIDS). *SIDS is "the sudden death of an infant under 1 year of age, which remains unexplained after a thorough investigation."* The staff, substitute staff, and volunteers at the Children's Center follow the AAP safe sleep policy. Additionally, staff monitor sleeping infants with a visual check of their sleep position, skin color, breathing, and body temperature in their cribs every 15 minutes.

Sleep Position

- Infants will be placed flat on their backs to sleep every time unless there is a physician's signed sleep position medical waiver up to date on file. In the case of a waiver, a waiver notice will

be posted at the infant's crib without identifying medical information. The full waiver will be kept in the infant's file.

- Infants will not be placed on their side for sleep.
- Devices such as wedges or infant positioners will not be used.
- Infants who use pacifiers will be offered their pacifier when they are placed to sleep, and it will not be put back in should the pacifier fall out once they fall asleep.
- Pacifiers will be cleaned between each use, checked for tears, and will not be coated in any solution.
- Parents are asked to provide replacement pacifiers on a regular basis.
- While infants will always be placed on their backs to sleep, when an infant can easily turn over from back to front and front to back, they can remain in whatever position they prefer to sleep.

Sleep Environment

- Our program will use safety-approved cribs and firm mattresses.
- Crib slats will be less than 2 3/8" apart.
- Infants will not be placed to sleep on any standard bed, waterbeds, couches, air mattresses, or on other soft surfaces.
- Only one infant will be placed to sleep in each crib. Siblings, including twins and triplets, will be placed in separate cribs.
- The crib will have a firm tight-fitting mattress covered by fitted sheet and will be free from blankets, loose bedding, toys, and other soft objects (i.e., pillows, quilts, comforters, sheepskins, stuffed toys, etc.)
- To avoid overheating, the temperature of the rooms where infants sleep will be checked and will be kept at a level that is comfortable for a lightly clothed adult.
- Sleep clothing, such as sleepers, sleep sacks, and wearable blankets, will be used as safe alternatives to blankets.
- Bibs and pacifiers will not be tied around an infant's neck or clipped on to an infant's clothing during sleep.
- Smoking is not allowed in or near the Children's Center.

Supervision

- When infants are in their cribs, they will be always within sight and hearing of staff.
- A staff member will visibly check on the sleeping infants every 15 minutes.
- When an infant is awake, they will have supervised 'tummy time.' This will help babies strengthen their muscles and development.

Training

All staff, substitute staff, parents, and volunteers at the Children's Center will be trained in safe sleep policies and practices.

Safe sleep practices will be reviewed with all staff, substitute staff, and volunteers each year. In addition, training specific to these policies will be given before any individual is allowed to care for infants.

Documentation that staff members, substitutes, and volunteers have read and understand these policies will be kept in each individual's file.

All staff and substitutes at the **Children's Center** will be trained in first aid for unresponsive infants as well as what to do when they have a question or need assistance before, they are allowed to care for infants.

When the Policy Applies

This policy applies to all staff, substitute staff, parents, and volunteers when they place an infant to sleep at the **Children's Center**.

Communication Plan for Staff and Parents

Parents will review this policy when they enroll their child in the **Children's Center** and a copy will be provided in the parent handbook and a paper copy will be available at parent's request. Parents are highly encouraged to follow this same policy when the infant is at home. These policies will be posted in prominent places. Information regarding safe sleep practices, safe sleep environments, reducing the risk of SIDS in childcare as well as other program health and safety practices will be shared if any changes are made. A copy will also be provided in the staff handbook.

Any individual who has questions regarding this policy may ask Program Contact:

Esther Cooley, Early Childhood Program Director for the **Children's Center**.

esther.cooley@fortmorgank12.com or 970-542-0731 ex. 40216/40315

School/Parent Policy Compact (Title 1)

Please see District Policy information on our website ~ fortmorgank12.com

Screenings and Assessments and Referrals

Staff and professionals will conduct various screenings and assessments of children while enrolled.

Assessments may include:

- Dental Screenings
- Vision Screening
- Hearing Screening
- Ages and Stages Questionnaire
- Ages and Stages Questionnaire Social and Emotional
- Informal Classroom Assessments
- Teaching Strategies Gold Assessments

Based on the screening results referrals for appropriate services will be made. Families will be given advance notice and will be able to authorize permission before the screening occurs. The dates for the screenings will vary according to the availability of the screeners. Families may also opt out of any or all the screenings by documenting their choice on the permission slips.

Weapons in School

The Morgan County School District Re-3 policy regarding weapons at school (File: JICI) Weapons, or other objects being used as weapons, will not be tolerated. Students disregarding these policies will be subject to suspension and/or expulsion from school.

This policy will be enforced year-round while children are attending the **Children's Center**.

Web Site

The Morgan County School District Re-3 website can be found at www.fortmorgank12.com The **Children's Center** icon is in the upper right corner on the home page. This area on the web site is available for program information. Also, on this website all Morgan County School District Re-3 policies can be accessed and reviewed.

ELV Early Head Start Handbook Requirement:

Section Description / Title	Head Start Performance Standards Numbers

ERSEA	1302.10-1302.18
<u>Staff AND Family:</u> Hours/days of operation reflect full-day, full -year ECE.	HOURS OF OPERATION <u>Children's Center</u> Monday - Friday 7:30am – 5:30 pm <u>Early Head Start</u> Monday - Friday 7:30 am to 4:30 pm. We offer full day, full year care.
	HORAS DE OPERACIÓN <u>Nombre del Programa de Cuidado de Niños</u> Lunes - Viernes 7:30am - 5:30 pm <u>Early Head Start</u> Lunes - Viernes 7:30 am to 4:30 pm. Ofrecemos cuidado de día completo, año completo
	ساعات العمل <u>اسم برنامج رعاية الطفل</u> الاثنين - الجمعة 7:00 صباحًا - 7:00 مساءً <u>Early Head Start</u> برنامج الاثنين - الجمعة 8:00 صباحًا حتى 5:00 مساءً. نحن نقدم رعاية طوال اليوم على مدار العام.
<u>Family:</u> Policy stating that parent/guardian(s) must contact the facility within an hour of the time the child usually arrives if the child is absent/late. <u>Staff:</u> Policy stating staff must contact child's parent/guardians within an hour of the time the child usually arrives, if the child is absent/late and the parent/guardian(s) have not called the facility.	ABSENCE NOTIFICATION Parents / guardians should notify us in advance or as soon as possible if the child will be absent. A member of our staff will call families within one hour of any unexpected absences. Teachers must notify the designated staff member of unexpected absences in a timely manner for this purpose.
	NOTIFICACIÓN DE AUSENCIAS Padres / guardianes deberán notificarnos de antemano o tan pronto sea posible si el niño estará ausente. Un miembro de nuestro personal llamará a las familias dentro de una hora de cualquier ausencia inesperada. Los maestros deben de notificar el miembro de personal designado de ausencias inesperadas de manera oportuna para este propósito.
	إخطار الغياب يجب على أولياء الأمور أو الأوصياء إخطارنا مسبقًا أو في أقرب وقت ممكن في حالة تغيب الطفل. وسيتواصل أحد أعضاء فريق العمل لدينا بالعائلات، في خلال ساعة واحدة، في حالة حدوث أي غيابات غير متوقعة. ويتعين على المعلمين إخطار الموظف المعني بحالات الغياب غير المتوقعة في الوقت الملائم لهذا الغرض.

<u>Staff AND Family:</u> Policy stating that Early Head Start children must be in attendance at least 85% of the month and that if attendance is poor, steps to assist family with any barriers will be determined. Early Head Start children must attend at a minimum of 27 hours a week (1380 hours a year) of planned class operations. If a child is scheduled to be out for an extended leave an Extended Leave Form must be completed and on file to hold the Early Head Start slot.	CHILDREN'S ATTENDANCE Good attendance assures that children will receive the greatest benefit from our program. We want all children to experience the learning activities planned daily. Mildly ill children are able to participate. See "Illness Policy". Early Head Start children are expected to attend at least 85% of the time each month, or a minimum of 27 hours a week of planned class operations. If attendance falls below 85%, we will work with our ELV specialist to create a plan to assist family with any barriers. If a child is scheduled to be out for an extended amount of time, we will need an extended leave form completed (please ask your ELV specialist) and on file to hold the childcare slot. If a child is absent more than 3 consecutive days due to illness, a doctor's note is required to return to childcare.
	ASISTENCIA DE LOS NIÑOS La buena asistencia asegura que los niños recibirán el mayor beneficio de nuestro programa. Queremos que todos los niños experimenten las actividades de aprendizaje planificadas a diario. Niños levemente enfermos pueden participar. Consulte la "Política de enfermedades". Se espera que los niños de Early Head Start asistan al menos el 85 % del tiempo cada mes, o un mínimo de 27 horas a la semana de operaciones de clases planificadas. Si la asistencia cae por debajo del 85 %, trabajaremos con nuestro especialista ELV para crear un plan para ayudar a la familia con cualquier barrera. Si un niño está programado para estar fuera por un período prolongado de tiempo, necesitaremos que complete un formulario de permiso extendida (pregúntele a su especialista de ELV) y se mantendrá en el archivo para mantener el espacio de cuidado infantil. Si un niño se ausenta más de 3 días consecutivos debido a una enfermedad, se requerirá una excusa médica por escrito para regresar a la guardería.
	حضور الأطفال ونريد أن نجرب يضمن الحضور المنتظم للأطفال الحصول على أكبر استفادة من برنامجنا. يمكن للأطفال المرضى بشكل طفيف المشاركة. جميع الأطفال أنشطة التعلم المقررة يوميًا. Early Head Start مطلع على "سياسة المرض". يتوقع حضور الأطفال في برنامج بنسبة 85% على الأقل من كل شهر، أو ما لا يقل عن 27 ساعة في الأسبوع من عمليات الصف المخطط لها. في حالة انخفاض الحضور إلى أقل من 85%، فسنعمل مع متخصصي برنامج مشروع التعلم المبكر لدينا لوضع خطة من أجل مساعدة الأسرة في مواجهة أي عوائق. سنحتاج إلى استكمال نموذج إجازة ممتدة (من فضلك اسأل متخصص برنامج مشروع التعلم المبكر الخاص بك)، ويجب أن يكون النموذج بالملف للاحتفاظ بوحدة رعاية الطفل، إذا كان يلزم إحضار شهادة طبية، إذا من المقرر خروج الطفل من المنزل لفترة طويلة من الوقت. تغيب الطفل لأكثر من 3 أيام على التوالي 0

	CLASSROOM MANAGEMENT __Children's Center__ advocates a positive approach to discipline. Our procedure on guidance, positive instruction, supporting positive behavior, discipline and consequences, is outlined below: ☐ Cultivate positive child, provider and family relationships. We have received training on positive teaching practices that ensure that children's behavior is guided in a positive manner. ☐ We continuously incorporate our families through daily communications regarding their child(ren) and encourage family involvement to ensure that their child(ren) is being guided in a positive direction. ☐ Create and maintain a socially and emotionally respectful early learning and care environment. ☐ We encourage positive interactions with each child through modeling and teaching methods that allow children to learn and be capable of respecting others socially and emotionally. ☐ Implement teaching strategies supporting positive behavior, prosocial peer interaction, and overall social and emotional competence in young children. ☐ We are trained to reinforce children's positive behavior effectively and positively and re-direct any behavior that is harmful. We also demonstrate ongoing positive interactions with each child, which helps children learn how to treat others in a positive way and to be more aware of the feelings of their peers. ☐ Work as a team to identify specific social and emotional needs of each child. We are trained in methods that enable us to understand children's behavior and develop positive behavior support plans for each child. ☐ We provide individualized social and emotional intervention supports for children who need them, including methods for understanding child behavior; and developing, adopting, and implementing a team based positive behavior support plan with the intent to reduce challenging behavior and prevent suspensions and expulsions. ☐ Provide access an early childhood mental health consultant or other specialist as needed. We strive to continuously strengthen our relationships with children and their families. Through regular, specialized trainings, we are able to identify the individual needs of children in our care. While working with families, we are able to provide each child with the specialized care that he/she may need. When a situation occurs that make a child's needs difficult to meet, the family will be given information on how to access an Early Childhood Mental Health Specialist to support their child in all environments. We currently partner with Mental Health Consultant Agency Centennial Mental Health 970-867-4924 MANEJO DEL SALÓN Children's Center aboga por un enfoque positivo de la disciplina. Nuestro procedimiento de orientación, instrucción positiva, apoyo al comportamiento positivo, disciplina y consecuencias se describe a continuación:
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<u>Staff AND Family</u>: Policy stating how the program provides supports for effective classroom management and works with Behavioral Health/Mental Health consultants to implements strategies to support social and emotional concerns to limit suspension and expulsion.	☐ Cultivar relaciones positivas entre el niño, el proveedor y la familia. Hemos recibido entrenamiento sobre prácticas de enseñanza positivas que aseguran que el comportamiento de los niños se guíe de manera positiva. ☐ Incorporamos continuamente a nuestras familias a través de comunicaciones diarias con respecto a su(s) hijo(s) y alentamos la participación familiar para asegurar que su(s) hijo(s) sea(n) guiado(s) en una dirección positiva. ☐ Crear y mantener un ambiente de cuidado y aprendizaje temprano social- y emocionalmente respetuoso. ☐ Fomentamos las interacciones positivas con cada niño a través de modelos y métodos de enseñanza que les permitan aprender y ser capaces de respetar a los demás social- y emocionalmente. ☐ Implementar estrategias de enseñanza que apoyen el comportamiento positivo, la interacción prosocial con los compañeros y la competencia social y emocional en general en los niños pequeños. ☐ Estamos entrenados para reforzar de manera efectiva y positiva el comportamiento positivo de los niños y redirigir cualquier comportamiento que sea dañino. También demostramos interacciones positivas continuas con cada niño, lo que ayuda a los niños a aprender cómo tratar a los demás de manera positiva y ser más conscientes de los sentimientos de sus compañeros. ☐ Trabajar en equipo para identificar las necesidades sociales y emocionales específicas de cada niño. Estamos entrenados en métodos que nos permiten comprender el comportamiento de los niños y desarrollar planes de apoyo de comportamiento positivo para cada niño. ☐ Brindamos apoyos de intervención social y emocional individualizados para los niños que los necesitan, incluidos métodos para comprender el comportamiento del niño; y desarrollar, adoptar e implementar un plan de apoyo de comportamiento positivo basado en equipo con la intención de reducir el comportamiento desafiante y prevenir suspensiones y expulsiones. ☐ Dar acceso a un consultor de salud mental de primera infancia u otro especialista, según sea necesario. Nos esforzamos en fortalecer continuamente nuestras relaciones con los niños y sus familias. A través de entrenamientos periódicos y especializados, podemos identificar las necesidades individuales de los niños bajo nuestro cuidado. Mientras trabajamos con las familias, podemos darle a cada niño la atención especializada que pueda necesitar. Cuando ocurra una situación que haga que las necesidades de un niño sean difíciles de satisfacer, la familia recibirá información sobre cómo acceder a un especialista en salud mental de primera infancia para apoyar a su hijo en todos los entornos. Actualmente estamos asociados con nombre, dirección y número de teléfono de la agencia consultora de salud mental.
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	إدارة الفصل الدراسي اسم المشروع التجاري _____ يدعو إلى نهج إيجابي للانضباط. جرى توضيح إجراءاتنا الخاصة بالإرشاد، والتوجيه الإيجابي، ودعم السلوك الإيجابي، والانضباط، والعواقب، أدناه: □ نُنمي الطفل إيجابيًا، ونُقدم له الرعاية الصحية، ونهتم بعلاقاته الأسرية. وذلك لأننا تلقينا تدريبًا على أساليب التدريس الإيجابية التي تضمن تقويم سلوك الأطفال بطريقة إيجابية. □ نُشرك أسرنا باستمرار من خلال التواصل اليومي بشأن طفلهم (أطفالهم) ونُشجع مشاركة الأسرة من أجل ضمان توجيه أطفالهم بشكل إيجابي. □ نُنشئ ونحافظ على بيئة تعلم ورعاية مبكرة تحظى بالاحترام الاجتماعي والعاطفي. □ نُشجع التفاعل الإيجابي مع كل طفل من خلال أساليب إعطاء النماذج والتدريس التي تسمح للأطفال بالتعلم وجعلهم قادرين على احترام الآخرين على الجانب الاجتماعي والعاطفي. □ تطبق استراتيجيات التدريس التي تدعم السلوك الإيجابي، والتفاعل الإيجابي مع أقرانهم، والأهلية الاجتماعية والعاطفية الشاملة للأطفال الصغار. □ نحن مُدربون على تعزيز السلوك الإيجابي للأطفال على نحو فعال وإيجابي، وعلى تقويم أي سلوك مُضر. ودائمًا ما نُظهر آليات التفاعل الإيجابية لكل الأطفال؛ من أجل مساعدتهم في تعلم كيفية معاملة الآخرين بنهج إيجابي، وليكونوا أكثر مراعاة لمشاعر أقرانهم. □ نعمل كفريقٍ لُحدد الاحتياجات الاجتماعية والعاطفية الخاصة لكل طفل. نحن مُدربون على أساليب تمكنا من فهم تصرفات الأطفال وتطوير خطط من أجل تعزيز السلوك الإيجابي لكل طفل. □ نحن نُقدم دعم التدخل الاجتماعي والعاطفي الشخصي للأطفال الذين يحتاجونه، بما في ذلك طرق فهم سلوك الطفل، وتطوير، واعتماد، وتطبيق خطة دعم السلوك الإيجابي التي تقوم على العمل كفريقٍ بهدف تقليل السلوك صعب المراس ومنع الإيقاف والطرْد. □ توفير مستشار الصحة العقلية في مرحلة الطفولة المبكرة أو غيره من المختصين حسب الحاجة. كما أننا قادرين على تحديد حيث نُسعى باستمرار إلى توطيد علاقاتنا بالأطفال وأسره. الاحتياجات الخاصة للأطفال تحت رعايتنا، وذلك بفضل تدريبات منتظمة ومخصصة. ونحن قادرين، أيضًا، على توفير رعاية متخصصة لكل طفل/طفلة في حالة الاحتياج سنزود الأسرة بمعلومات حول كيفية الوصول إلى إليها، بينما نُنسق مع الأسر. أخصائي الصحة العقلية في مرحلة الطفولة المبكرة لدعم طفلهم في كل الأحوال، عندما وكالة تحدث حالة تجعل من الصعب تلبية احتياجات الطفل. نحن نتشارك حاليًا مع استشاري الصحة العقلية الاسم، العنوان، ورقم الهاتف.
<u>Staff: Policy stating that Early Head Start Parents / Guardians cannot be charged any fees including special events, field trips, and/or supply fees</u>	FEES Early Head Start Parents / Guardians are not to be charged for any supplies, field trip costs, family events, etc. Infants and toddlers participating in the Early Head Start Program receive diapers, wipes, and formula at no cost while in the care of the program. TARIFAS Padres / Guardianes de Early Head Start no tendrán cobros por suministros, costos de excursiones, eventos familiares, etc. Los bebés y niños pequeños que participan en el programa Early Head Start reciben pañales, toallitas húmedas y fórmula sin costo mientras están bajo el cuidado del programa. المصاريف Early Head Start لا تُحصل أي رسوم من أولياء الأمور أو الأوصياء في برنامج عن أي إمدادات أو تكاليف رحلة ميدانية أو أحداث عائلية، وما إلى ذلك. ويتلقى الرضع، حفاضات، ومناديل مبللة، Early Head Start والصغار المشاركون في برنامج ولبن صناعي مجانًا أثناء فترة رعاية البرنامج.

<u>Staff:</u> Policy stating that the program agrees to ensure that EHS children will not be unenrolled for loss of CCCAP.	EXPULSION POLICY Children who are enrolled in Early Head Start cannot be unenrolled from EHS or the program due to loss of CCCAP. Any family who has lost their CCCAP should reach out to their childcare partnership specialist for finding support for their childcare fee.
	NORMA DE EXPULSIÓN Niños inscritos en Early Head Start no se podrán dar de baja de EHS o del programa debido a la pérdida de CCCAP. Cualquiera familia quien ha perdido CCCAP debería hablar con su especialista para encontrar apoyo para su tarifa de cuidado de niños.
	سياسة الطرد من قسم Early Head Start لا يمكن إلغاء تسجيل الأطفال المسجلين في برنامج أو البرنامج بسبب عدم الانضمام لبرنامج مساعدة (EHS) البيئة، والصحة، والسلامة (CCAP). رعاية الطفل في كولورادو

EHS Center Based Option	1302.21
<u>Staff:</u> Policy stating that no more than 8 children are placed in any learning environment; ratio 1 teacher to 4 children.	EARLY HEAD START RATIO & GROUP SIZE During our Early Head Start hours, we will place no more than 8 children in any Early Head Start learning environment (9 may be allowable with a third qualified teacher); and will maintain a ratio of 1 teacher to 4 children.
	PROPORCIÓN Y TAMAÑO DE GRUPO DE EARLY HEAD START Durante las horas de Early Head Start, tendremos a no más de 8 niños en cualquier ambiente de aprendizaje de Early Head Start (se pueden permitir 9 con un tercer maestro calificado); y se mantendrá una proporción de 1 maestro por 4 niños.
	معدل برنامج EARLY HEAD START وحجم المجموعة ، خلال Early Head Start لن نضع أكثر من 8 أطفال في أي بيئة تعليمية لبرنامج ساعات عمله، (قد يُسمح بـ 9 ولكن بمعلم مؤهل ثالث) وسنحافظ على معدل معلم لكل 4 أطفال.
EHS Family Child Care Option	1302.23
<u>Staff:</u> Policy stating that no more than 6 children are placed in any learning environment; ratio 1 teacher to 6 children.	EARLY HEAD START RATIO & GROUP SIZE During our Early Head Start Hours, we will place no more than 6 children in any Early Head Start learning environment; and will maintain a ratio of 1 teacher to 6 children.
	PROPORCIÓN Y TAMAÑO DE GRUPO DE EARLY HEAD START Durante las horas de Early Head Start, tendremos a no más de 6 niños en cualquier ambiente de aprendizaje de Early Head Start; y se mantendrá una proporción de 1 maestro por 6 niños.
	معدل برنامج EARLY HEAD START وحجم المجموعة ، خلال Early Head Start لن نضع أكثر من 6 أطفال في أي بيئة تعليمية لبرنامج ساعات عمله، وسنحافظ على معدل معلم لكل 6 أطفال.

Policy Council & Parent Committees	1301.3-1301.4
<u>Family:</u> Policy stating that EHS parents are automatically a part of the Parent Committee to help develop parent engagement activities. Parent Committee meetings will be held on a regular basis. Parent Engagement activities will be held at a minimum quarterly. Also, EHS parents have the option to be a part of Policy Council.	PARENT COMMITTEE Parents and guardians of children enrolled in Early Head Start are automatically a part of our parent committee. Parent / guardian participation is highly encouraged. The Parent Committee is a parent / guardian run committee to plan and discuss parent / guardian engagement opportunities. Parent engagement opportunities are held at a minimum quarterly. Parent Committee is designed to offer parents and guardians a forum where questions can be answered, suggestions can be made, and problems solved. Additionally, the Parent Committee ensures effective, two-way, communication between staff and parents or guardians. Parents and guardians also have the opportunity to participate in Policy Council. Policy Council is made up of community members and EHS parents / guardians. Policy Council works in partnership with the Governing Body and key management staff to develop, review, and approve or disapprove specific policies and procedures to align with Head Start Program Performance Standards and the Head Start Act. Please let your ELV specialist know if you are interested in this leadership opportunity.
	COMITE DE PADRES Los padres y guardianes de los niños inscritos en Early Head Start son automáticamente parte de nuestro comité de padres. Se anima fuertemente la participación de los padres/guardianes. El Comité de Padres es un comité dirigido por padres/guardianes para planificar y discutir oportunidades de participación de padres/guardianes. Las oportunidades para la participación de los padres se llevan a cabo como mínimo trimestralmente. El Comité de Padres está diseñado para ofrecer a los padres y guardianes un foro donde se pueden responder a preguntas, hacer sugerencias y resolver problemas. Además, el Comité de Padres garantiza una comunicación bidireccional efectiva entre el personal y los padres o guardianes. Los padres y guardianes también tienen la oportunidad de participar en el Concilio de Normas. El Concilio de Normas está compuesto por miembros de la comunidad y padres/guardianes de EHS. El Concilio de Normas trabaja en asociación con el Cuerpo Gobernante y el personal de administración clave para desarrollar, revisar y aprobar o desaprobado normas y procedimientos específicos para alinearse con las Normas de Desempeño del Programa Head Start y las Reglas de Head Start. Informe a su especialista en ELV si está interesado en esta oportunidad de liderazgo

	أصبح أولياء أمور أو الأوصياء على الأطفال الذين سجلوا في برنامج Early Head Start تلقائيًا جزءًا من لجنة أولياء الأمور. يُرغب بمشاركة أولياء الأمور أو الأوصياء بشدة. ولجنة أولياء الأمور هي لجنة يُديرها أولياء الأمور أو الأوصياء من أجل تخطيط ومناقشة فرص إشراكهم. وتُعد فرص إشراك أولياء الأمور كل ثلاثة أشهر على الأقل. كما تُرسد لجنة أولياء الأمور من أجل تقديم منتدى لأولياء الأمور أو الأوصياء حيث يُمكن الإجابة على الأسئلة وتقديم الاقتراحات وحل المشكلات. وتُضمن لجنة أولياء الأمور، بالإضافة إلى ذلك، التواصل الفعال بين كلا الجانبين من الموظفين، وأولياء الأمور أو الأوصياء. ولجنة السياسات هي لجنة يملك أولياء الأمور أو الأوصياء الفرصة للمشاركة في لجنة السياسات. مُكونة من أفراد المجتمع وأولياء الأمور أو الأوصياء بقسم البيئة، والصحة، والسلامة. وتعمل لجنة السياسات بالشراكة مع مجلس الإدارة وموظفيها الرئيسيين من أجل تطوير، ومراجعة، واعتماد، أو اعْلَم. وقانونه. Head Start رفض سياسات وإجراءات مُعينة لتتماشى مع معايير أداء برنامج متخصص برنامج مشروع التعلم المبكر إذا كنت مهتمًا بفرصة القيادة هذه.
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Education & Child Development	1302.30-1302.36; 1301.3-1301.4
<u>Staff AND Family:</u> Policy stating parent's input, engagement, and their role as child's lifelong educators supporting their child's education.	PARENTAL ENGAGEMENT We support parents as their child's first teacher and believe that parents / guardians should provide input and engagement supporting their child's education on an ongoing basis and in their family's home language. Families may receive a survey annually from ELV to gather information on preferred engagement opportunities.
	PARTICIPACIÓN DE LOS PADRES Apoyamos a los padres como los primeros maestros de sus hijos y creemos que los padres/guardianes deben aportar y participar en la educación de sus hijos de manera continua y en el idioma del hogar de la familia. Las familias pueden recibir una encuesta anual de ELV para recopilar información sobre las oportunidades de participación preferidas.
	مشاركة أولياء الأمور نحن ندعم أولياء الأمور باعتبارهم المعلمين الأوائل لأطفالهم ونعتقد أن أولياء الأمور أو الأوصياء يجب أن يساهموا ويشاركوا بدعمهم من أجل تعليم أطفالهم بشكل مستمر وباللغة الأم لأسرهم. لذلك قد تتلقى العائلات استطلاعا سنوياً من مشاريع التعلم المبكر من أجل جمع المعلومات حول فرص المشاركة التي يفضلوها.
<u>Staff AND Family:</u> Policy stating parent input in policy and procedures regarding parents input and involvement in the curriculum implementation.	PARENTAL INPUT We support input and engagement from parents and guardians in curriculum implementation in several ways. First, we have a comment box where parents / guardians can share feedback on policies and procedures as well as curriculum. Additionally, teachers send home activities related to classroom curriculum to create a link between home and school. Parents and guardians are also asked to support curriculum in various ways. For example, Home Visits and Parent Teacher Conferences are an opportunity for parents and guardians to share ideas for activities that can enhance current curriculum. Additionally, if a parent or guardian has skills that can enhance classroom curriculum, teachers may invite parents / guardians to share those skills in developmentally appropriate ways. Finally, parents and guardians may be able to volunteer in the program.
	APORTES DE LOS PADRES Apoyamos los aportes y la participación de los padres y guardianes en la implementación del currículo de varias maneras. Primero, tenemos un buzón de comentarios donde los padres/guardianes pueden compartir comentarios sobre normas y procedimientos, así como también sobre el currículo. Además, los maestros envían a casa actividades relacionadas con el currículo del salón de clases para crear un vínculo entre el hogar y la escuela. También se les pide a los padres y guardianes que apoyen el currículo de varias maneras. Por ejemplo, las visitas al hogar y las conferencias de padres y maestros son una oportunidad para que los padres y guardianes compartan ideas sobre actividades que pueden mejorar el currículo actual. Además, si un padre o guardián tiene habilidades que pueden mejorar el currículo del salón de clases, los maestros pueden invitar a los padres o guardianes a compartir esas habilidades de manera

	apropiada para el desarrollo. Finalmente, los padres y guardianes pueden ser voluntarios en el programa.
	مشاركة أولياء الأمور نحن ندعم المساهمات والمشاركات من جانب أولياء الأمور والأوصياء في تطبيق المنهج الدراسي بطرق عديدة. أولاً، لدينا صندوق مقترحات حيث يُمكن لأولياء الأمور أو الأوصياء مشاركة ملاحظاتهم فيما يخص السياسات والإجراءات وأيضاً في المنهج الدراسي. ويُرسَل المعلمون، بالإضافة إلى ذلك، الأنشطة المنزلية المتعلقة بالمنهج الصف الدراسي، لخلق رابط بين المنزل والمدرسة. كما أن أولياء الأمور والأوصياء معنيين بدعم المنهج الدراسي بطرق عديدة. وتُعد الزيارات المنزلية ومؤتمرات أولياء الأمور والمعلمين، على سبيل المثال، فرصة لأولياء الأمور أو الأوصياء من أجل مشاركة الأفكار حول الأنشطة التي يُمكن أن تدعم المنهج الدراسي الحالي. بالإضافة إلى ذلك، إذا كان أحد أولياء الأمور أو الأوصياء لديه مهارات يمكن أن تدعم المنهج الدراسي في الصف، فيجوز للمعلمين دعوة أولياء الأمور أو الأوصياء من أجل مشاركة هذه المهارات بطرق مناسبة تنموياً. أخيراً، يُمكن لأولياء الأمور والأوصياء التطوع في هذا البرنامج.
<u>Staff AND Family:</u> Policy stating EHS enrolled child(ren) have two (2) Home Visits and two (2) Parent Teacher Conferences in a program year.	HOME VISITS AND PARENT CONFERENCES All parents / guardians of children enrolled in our Early Head Start Program have the opportunity to participate in two home visits and two parent conferences each school year. Our staff will schedule home visits and conferences with parents / guardians to collaboratively discuss the child's classroom experiences and developmental progress and set goals. Home visits are a wonderful way for a child's teacher to get to know the child better. They allow a teacher to better understand the home environment and to observe if a child behaves similarly at home and in the childcare setting. During Home Visits and Parent Teacher Conferences, we will discuss the child's screening results, assessments, and strengths. Parents / guardians will be asked to provide input by sharing observations of the child's development and provide input into their curriculum. Together parents / guardians and teachers will develop goals and activities that we can do both at home and at the program to help your child meet her/his educational needs towards school readiness. As a partner for the child's learning, parents and guardians are encouraged to share special cultural and child rearing practices that might assist the teachers in understanding and providing more responsive care to the child.

	VISITAS AL HOGAR Y CONFERENCIAS DE PADRES Todos los padres/guardianes de niños inscritos en nuestro Programa Early Head Start tienen la oportunidad de participar en dos visitas al hogar y dos conferencias de padres cada año escolar. Nuestro personal programará visitas al hogar y conferencias con los padres/guardianes para charlar en colaboración sobre las experiencias del niño en el salón de clases y su progreso en desarrollo y establecer metas. Las visitas al hogar son una manera maravillosa para que el maestro de un niño lo conozca mejor. Permiten que un maestro comprenda mejor el ambiente del hogar y observe si un niño se comporta de manera similar en el hogar y en el ambiente de cuidado infantil. Durante las visitas al hogar y las conferencias de padres y maestros, discutiremos los resultados de las evaluaciones, los asesoramientos y las fortalezas del niño. Se les pedirá a los padres/guardianes que brinden su opinión compartiendo observaciones sobre el desarrollo del niño y aporten a su plan de estudios. Juntos, los padres/guardianes y maestros desarrollarán metas y actividades que podemos hacer tanto en el hogar como en el programa para ayudar a su hijo a satisfacer sus necesidades educativas hacia la preparación escolar. Como socios para el aprendizaje del niño, se alienta a los padres y guardianes a compartir prácticas culturales y de crianza especiales que puedan ayudar a los maestros a comprender y brindar una atención más receptiva al niño. لزيارات المنزلية ومؤتمرات أولياء الأمور Early Head Start يحظى كل أولياء أمور أو أوصياء الأطفال الذين سجلوا في برنامجنا بالفرصة للمشاركة في زيارتين منزليتين ومؤتمرين لأولياء الأمور في كل عام دراسي. وسنجدول فريقيًا الزيارات المنزلية والمؤتمرات مع أولياء الأمور أو الأوصياء من أجل مناقشة تجارب الصف الدراسي للطفل والتقدم التتبعي وتحديد الأهداف بطريقة تعاونية. وتعد الزيارات المنزلية طريقة رائعة لمعلم الطفل لمعرفة الطفل أكثر. فذلك يسمح للمعلم بفهم بيئة المنزل بشكل أفضل، وملاحظة ما إذا كان الطفل يتصرف بشكل مشابه في المنزل، وفي فصل رعاية الطفل. وسنناقش نتائج متابعة الطفل، وتقييماته، ونقاط قوته، أثناء الزيارات المنزلية ومؤتمرات أولياء الأمور والمعلمين. كما سيطلب من أولياء الأمور أو الأوصياء تقديم مساهماتهم من خلال مشاركة الملاحظات حول تطور الطفل، وتقديم مساهمات في مناهجه الدراسية. وسيطور أولياء الأمور أو الأوصياء والمعلمون معًا أهدافًا وأنشطة يمكننا القيام بها في المنزل والبرنامج من أجل مساعدة طفلك على تلبية احتياجاته التعليمية ليستعد للدراسة. ونحن نشجع أولياء الأمور والأوصياء على مشاركة الممارسات الثقافية الخاصة وتربية الطفل، بصفتنا شركاء في تعلم الطفل، وهذه الممارسات تُساعد المعلمين في فهم وتقديم رعاية بها استجابة أكثر للطفل.
<u>Staff AND Family:</u> Policy stating when a <u>majority</u> of children in the class speak the same language, at least one staff member must speak such language.	STAFF LANGUAGE REFLECTING MAJORITY LANGUAGE Children's Center will provide support to children whose primary language is other than English (including ASL) to encourage and support the child's full participation and involvement in their classroom. At least one teacher in the classroom will be bilingual if there is a dominant second language in that classroom for a majority of children.

	LENGUAJE DEL PERSONAL QUE REFLEJA EL LENGUAJE DE LA MAYORÍA Children's Center dará apoyo a los niños cuyo idioma principal no sea el inglés (incluyendo el ASL) para alentar y apoyar la participación plena e involucración de su hijo en su salón de clases. Por lo menos un maestro en su salón de clases será bilingüe si hay un segundo idioma dominante en ese salón.
<u>Staff AND Family:</u> Policy stating that a translator/service will be available for all Early Head Start enrolled families.	TRANSLATION AND HOME LANGUAGE Families can receive communication in their home language in the following ways: - Through a staff member or personal family member fluent in their language. - Written document translated from English to another language with Google Translate. - Translator line may be accessed online or via phone (ask the ELV specialist)
	TRADUCCIÓN E IDIOMA DEL HOGAR Los estudiantes y los padres pueden recibir comunicación en su idioma natal en las siguientes maneras: - A través de un miembro del personal o un familiar que hable su idioma con fluidez. - Documento escrito traducido del inglés a otro idioma con Google Translit. - Se puede acceder a la línea de traducción en línea o por teléfono a través de un especialista en EHS
	الترجمة واللغة الأم سيتم التواصل مع الأسر بلغتهم الأم من خلال الطرق الآتية: - من خلال أحد أعضاء الفريق أو أحد أفراد الأسرة الطليق في لغتهم. - أو عن طريق وثيقة مترجمة من الانجليزية إلى لغة أخرى باستخدام ترجمة جوجل. - يمكن التواصل إلى مترجم عبر الإنترنت أو الهاتف (اسأل مُتخصص برنامج مشروع التعلم المبكر)

<u>Staff AND Family:</u> Policy on how program supports a child's home language.	HOME LANGUAGE Since we know that all children are rooted in their families, we honor each family's individual culture in our learning environments. The development and maintenance of home language is valued and supported. We will help children to understand spoken language (particularly when children are learning a new language) by using pictures, familiar objects, body language, physical cues, and by establishing daily routines that the child can participate in even if English is not their spoken primary language. Teachers will use a variety of vocabulary and engage in sustained conversations with a child about their experiences. If the child is learning English as a second language, it is very important to continue to develop the child's first language at home. Not only will this strengthen the parent or guardian - child relationship and prevent the loss of the home language, but it will also make it easier for the child to learn English. In addition, for families who speak a language other than English, parents / guardians are encouraged to share their spoken and written language with their child's classroom. Parents / guardians may be asked to help provide written labels for the classroom, teach songs, read stories, and teach adults and children how to speak, read, or write words or letters in their home language. Should you need communication in a preferred language other than English, please notify program staff or the ELV specialist, and we will use internal and / or external resources to meet your needs.
	NORMA DEL IDIOMA DEL HOGAR Como sabemos que todos los niños están arraigados en sus familias, respetamos la cultura individual de cada familia en nuestro ambiente de aprendizaje. Como ejemplo, se valora y apoya el desarrollo y mantenimiento del idioma del hogar. Ayudaremos a los niños a comprender el lenguaje hablado (particularmente cuando los niños están aprendiendo un nuevo idioma) usando imágenes, objetos familiares, lenguaje corporal, señales físicas y estableciendo rutinas diarias en las que el niño pueda participar incluso si el inglés no es su idioma natal primario. Los maestros usarán una variedad de vocabulario y tendrán conversaciones sostenidas con su hijo sobre sus experiencias. Si su hijo está aprendiendo inglés como segundo idioma, es muy importante continuar desarrollando el primer idioma del niño en casa. Esto no solo fortalecerá la relación entre padres e hijos y evitará la pérdida del idioma

	del hogar, sino que también facilitará que su hijo aprenda inglés. Además, para las familias que hablan un idioma que no sea inglés, se le alienta a los padres a compartir su idioma hablado y escrito con el salón de clases de su hijo. Se les puede pedir a los padres que ayuden a dar etiquetas escritas para el salón de clases, enseñar canciones, leer cuentos y enseñar a adultos y niños cómo hablar, leer o escribir palabras o letras en su idioma natal. Si necesita comunicación en un idioma preferido que no sea el inglés, notifique al maestro de su hijo o al personal de administración, y utilizaremos recursos internos o externos para satisfacer sus necesidades.
	اللغة الأم نظرًا لأننا نعلم أن كل الأطفال ترعرعوا في أسرهم، فإننا نحترم الثقافة الفردية لكل أسرة في بيئات التعلم لدينا. ويُعد التطوير والحفاظ على اللغة الأم أمر يستحق التقدير والدعم. سنُساعد الأطفال في فهم اللغة المنطوقة باستخدام الصور والأشياء التي يألّفوها ولغة الجسد والإيماءات الجسدية (خاصة عندما يتعلم الأطفال لغة جديدة)، وأيضًا عن طريق الالتزام بروتين يومي يُمكن للطفل المشاركة فيه حتى لو لم تكن اللغة الإنجليزية هي اللغة المنطوقة الأم. وسيسخدم المعلمون مجموعة متنوعة من المفردات ودمجوها في محادثات مستمرة مع الطفل حول تجاربهم. كما أنه من المهم للغاية مواصلة تنمية اللغة الأم للطفل بالمنزل، إذا كان الطفل يتعلم اللغة الانجليزية كلغة ثانية. ولن يؤدي بنا هذا إلى توطيد العلاقة بين أولياء الأمور أو الأوصياء - والطفل ويمنع فقدان لغته الأم وحسب، بل سيُسهل أيضًا على الطفل تعلم اللغة الإنجليزية. ونُشجع، بالإضافة إلى ذلك، أولياء الأمور أو الأوصياء على مشاركة لغتهم المنطوقة والمكتوبة مع الفصل الدراسي لأطفالهم، وذلك للعائلات التي تتحدث لغة أخرى غير الإنجليزية. وقد يُطلب من أولياء الأمور أو الأوصياء المساعدة في توفير ملصقات مكتوبة للصف الدراسي، وتعليم الأغاني، وقراءة القصص، وتعليم البالغين والأطفال كيفية التحدث، أو القراءة، أو كتابة الكلمات أو الحروف بلغتهم الأم. يُرجى إخطار فريق البرنامج أو مُتخصص برنامج مشروع التعلم المبكر؛ إذا كنت بحاجة إلى التواصل بلغة مفضلة غير الإنجليزية وسنستخدم موارد داخلية و / أو خارجية من أجل تلبية احتياجاتك.

<u>Staff AND Family:</u> Policy stating that all EHS children will receive the following screenings within 45 days of enrollment: ASQ-SE2 & ASQ 3 (developmental screeners), vision, hearing, and height/weight. They will also receive a dental screening within 90 days of enrollment. ASQs will also be done at a minimum <u>two times a year</u> and more often when there are concerns.	DEVELOPMENTAL SCREENINGS Early Head Start ensures that all children entering the program receive developmental, sensory, and social/emotional screening. Parent / guardian permission and the child's developmental history are obtained before the screening. The screening procedure will be sensitive to the child's cultural and linguistic background. This developmentally appropriate process may identify children who need to be referred for formal assessments (transdisciplinary evaluations).
	Many screenings are conducted within 45 days of the child's entry in the program. Trained staff members use standardized screening tools to evaluate communication, gross / fine motor, problem solving, personal-social, and social emotional skills using the Ages & Stages (ASQ-3)
	EVALUACIONES DE DESARROLLO Early Head Start asegura que todos los niños ingresando al programa reciban evaluaciones del su desarrollo y estado sensorial y socioemocional. El permiso de los padres/guardianes y el historial de desarrollo del niño se obtienen antes de la evaluación. El procedimiento de evaluación será sensible a los antecedentes culturales y lingüísticos del niño. Este proceso apropiado para el desarrollo puede identificar a los niños que necesitan ser referidos para evaluaciones formales (evaluaciones transdisciplinarias). Muchas evaluaciones se realizan dentro de los 45 días después de la entrada del niño al programa. Miembros entrenados del personal utilizan útiles de detección estandarizadas para evaluar la comunicación, la motricidad gruesa y fina, la resolución de problemas, las habilidades personales, sociales y socioemocionales mediante el Cuestionario de Edades y Etapas (ASQ-3) para las evaluaciones de desarrollo y Edades y Etapas (ASQ-SE2) para evaluaciones socioemocionales. Los ASQ se realizarán como mínimo dos veces al año después de la evaluación inicial y con más frecuencia cuando haya inquietudes. Exámenes adicionales ofrecidos para los niños de Early Head Start dentro de los 45 días de la inscripción incluyen visión, audición, altura/peso. Se ofrecerá un examen dental dentro de los 90 días después de su inscripción.

	الفحوصات التنموية يُضمن برنامج Early Head Start أن يتلقى جميع الأطفال الذين يدخلون البرنامج فحصًا تنمويًا ومعنويًا واجتماعيًا أو عاطفيًا. وتُحصل على إذن أحد أولياء الأمور أو الأوصياء وتاريخ تنمية الطفل قبل الفحص. وستكون عملية الفحص حساسة فيما يتعلق بخلفية الطفل الثقافية واللغوية. وقد تُحدد هذه العملية التنموية المناسبة للطفل الذي بحاجة إلى تقييمات رسمية (التقييمات من عدة أوجه). وتُجرى العديد من الفحوصات خلال 45 يومًا من دخول الطفل في البرنامج. ويستخدم الموظفون المدربون أدوات فحص مُوحدة من أجل تقييم التواصل، والحركة الإجمالية أو الدقيقة، وحل المشكلات، والمهارات الشخصية الاجتماعية، والعاطفية الاجتماعية باستخدام استبيانات مراحل التطور العمرية (ASQ-3) وهو استبيان للفحوصات التنموية والأعمار، واستبيانات الأعمار والمراحل: العاطفية الاجتماعية (ASQ-SE2) للفحوصات الاجتماعية أو العاطفية. وستُجرى هذه الاستبيانات مرتين على مدار العام بعد الفحص الأول، وأكثر من ذلك إذا وجدت بعض المخاوف. Early Head: Start وتتضمن الفحوصات الإضافية المقدمة للأطفال ببرنامج فحوصات الرؤية، والسمع، والطول أو الوزن خلال 45 يومًا من التسجيل. وسيتوفر فحص للأسنان خلال 90 يومًا من التسجيل.
Staff AND Family: Policy stating that the program sustains continuity of care with Early Head Start children in EHS assigned classrooms.	CONTINUITY OF CARE Continuity of care is the practice of keeping a group of young children and their teaching team together over a period of multiple years, which promotes the formation of trusting relationships, secure attachments, and long-lasting bonds. Along with providing each child with a primary caregiver, Children's Center implements staffing patterns that demonstrate a commitment to providing continuity of care.
	CONTINUIDAD DE CUIDADO La continuidad del cuidado es la práctica de mantener juntos a un grupo de niños pequeños y su equipo de enseñanza durante un período de varios años, lo que promueve la formación de relaciones de confianza, apegos seguros y lazos duraderos. Además de darle a cada niño un cuidador principal, Children's Center implementa patrones de personal que demuestran el compromiso de brindar continuidad en su cuidado.
	استمرارية الرعاية استمرارية الرعاية هي ممارسة الاحتفاظ بمجموعة من الأطفال الصغار وفريق التدريس الخاص بهم معًا لعدة سنوات؛ مما يعزز تكوين علاقات قائمة على الثقة، والارتباط الآمن، وذلك جنبًا إلى جنب مع تزويد كل طفل بمقدم رعاية أساسي، والروابط طويلة الأمد. مع تطبيق أنماط التوظيف التي تُظهر الالتزام بتوفير استمرارية الرعاية.

Staff: Policy stating that programs use a research-based curriculum that is developmentally appropriate for infants and toddlers. Family optional	RESEARCH BASED CURRICULUM Children’s Center, in partnership with Early Head Start, utilizes the “Creative Curriculum for Infants, Toddlers and Two’s”. The Creative Curriculum offers choices and encourages flexibility for both children and teachers. All components are research-based and supported by Early Childhood theorists. Children’s Center staff will observe each child to learn about their interests, abilities and how they learn. The focus is on creating a social, emotional and intellectual climate that lets children build relationships that support their exploration. - Social and Emotional: Teachers will respond to children’s needs. Children will begin to hear the words that describe feelings; happy, sad, etc. Teachers will help children to begin friendships, solve problems, and try new things. - Cognitive: Children become confident learners by trying out their own ideas and experiencing success. The interests of children will help us decide what activities will be available, to help them become motivated learners. - Literacy: Stories and books will be available to children. Reading to a young child, (including pre-natal) encourages them to enjoy quiet time. By reading and talking about the pictures children begin to grow vocabulary and understand words and that putting words together has meaning. This will help children to develop a love of reading for later in life. - Language: By listening to talking and singing, children begin to develop skills in listening and using words. Children will learn in their primary home language, although English will be spoken in all classrooms. - Physical Health and Development: Children grow in their ability to control their muscles through activities like scooting, rolling, crawling, walking, kicking, throwing and running. Children learn about taking care of their bodies by brushing teeth, blowing their noses, washing their hands, and using the restroom
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	CURRÍCULO BASADO EN INVESTIGACIÓN Children's Center, en asociación con Early Head Start, utiliza el "Creative Curriculum for Infants, Toddlers and Two's" (Currículo Creativo para bebés, niños pequeños y de dos años). El currículo ofrece opciones y fomenta la flexibilidad ambos para los niños y los maestros. Todos los componentes están basados en investigaciones y respaldados por teóricos de la primera infancia. El personal de Children's Center observará a cada niño para conocer sus intereses, habilidades y cómo aprenden. El enfoque está en crear un clima social, emocional e intelectual que permita a los niños a construir relaciones que apoyen su exploración. - Social y Emocional: Los maestros responderán a las necesidades de los niños. Los niños empezarán a escuchar las palabras que describen los sentimientos; feliz, triste, etc. Los maestros ayudarán a los niños a formar amistades, resolver problemas y probar cosas nuevas. - Cognitivo: los niños se vuelven aprendices confiados al probar sus propias ideas y experimentar el éxito. Los intereses de los niños nos ayudarán a decidir qué actividades estarán disponibles, para ayudarlos a convertirse en estudiantes motivados. - Alfabetización/Lectura: Cuentos y libros estarán disponibles para los niños. Leerle a un niño pequeño (incluido el prenatal) los alienta a disfrutar del tiempo de tranquilidad. Al leer y hablar sobre las imágenes, los niños comienzan a desarrollar su vocabulario y comprender las palabras, y el significado de juntar palabras. Esto ayudará a los niños a desarrollar un amor por la lectura para más adelante en la vida. - Lenguaje: Al escuchar hablar y cantar, los niños comienzan a desarrollar habilidades para escuchar y usar palabras. Los niños aprenderán en su lengua materna principal, aunque se hablará inglés en todos los salones. - Salud física y desarrollo: Los niños crecen en su capacidad de controlar sus músculos a través de actividades como deslizarse, rodar, gatear, caminar, patear, lanzar y correr. Los niños aprenden a cuidar su cuerpo cepillándose los dientes, sonándose la nariz, lavándose las manos y usando el baño.
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	المنهج القائم على البحث يستخدم "المنهج الإبداعي للرضع، والأطفال الصغار، وكلاهما" بالاشتراك مع برنامج Early Head Start. ويوفر المنهج الإبداعي الفرص، ويثبج على المرونة سواء للأطفال، أو المعلمين. وتعد كل هذه العناصر مبنية على أبحاث ومدعومة من واضعي نظريات في الطفولة المبكرة. ستلاحظ الفريق كل طفل ليعرفوا المزيد عن اهتماماته، وقدراته، وكيفية تعلمه. وينصب التركيز على خلق مناخ اجتماعي، وعاطفي، وفكري يوفر للأطفال بناء علاقات تدعم استكشافهم. - الجانب الاجتماعي والعاطفي: سيستجيب المعلمون لاحتياجات الأطفال. وسيسرع الأطفال في سماع الكلمات التي تصف المشاعر، مثل: سعيد، حزين، وغيره. كما سيساعد المعلمون الأطفال على بدء صداقات وحل المشكلات وتجربة أشياء جديدة. - الإدراك: يصبح الأطفال متعلمين واثقين من أنفسهم من خلال تجربة أفكارهم وتجربة النجاح. وستساعدنا اهتمامات الأطفال في تحديد الأنشطة التي ستوفر؛ من أجل مساعدتهم في أن يصبحوا متعلمين متحمسين. - معرفة القراءة والكتابة: ستوفر القصص والكتب للأطفال. حيث تشجع القراءة الطفل الصغير على الاستمتاع بوقت هادئ (بما في ذلك ما قبل الولادة). ويبدأ الأطفال في تنمية المفردات وفهم الكلمات وأن وضع الكلمات إلى جانب بعضها يدل على معنى، وذلك من خلال القراءة والحديث عن الصور. وسيساعد هذا الأطفال على تطوير حب القراءة في حياتهم المقبلة. - اللغة: يشرع الأطفال في تطوير مهارات الاستماع واستخدام المفردات، بالاستماع، والتحدث، والغناء. وسيتعلم الأطفال كأولوية لهم لغتهم الأم، على الرغم من أن الحديث سيكون بالإنجليزية في كل الفصول الدراسية. ينمو الأطفال ولديهم القدرة على التحكم في عضلاتهم من الصحة الجسدية والتطوير خلال أنشطة، مثل: الإسراع، والدرجة، والزحف، والمشي، ويتعلم الأطفال كيفية الحفاظ على أجسادهم من خلال والركل، والرمي، والجري. تنظيف أسنانهم بالفرشاة، وتنظيف مخاط أنوفهم، وغسيل أيديهم، والذهاب إلى دورة المياه
<u>Staff:</u> Policy stating that the program conducts ongoing assessments on EHS children to individualize the instruction and learning for each child and that My Teaching Strategies is one tool used to assess children.	ONGOING ASSESSMENT Children's Center, in partnership with EHS, will implement an ongoing assessment process by collecting child-level assessment data using valid and reliable assessments to determine each child's status and progress, My Teaching Strategies will be used to perform these assessments. Children's Center will conduct ongoing assessment on EHS children to individualize the instruction and learning for each child. These structured observations by staff will include anecdotal notes, objective data forms, parental input through family contacts, photographs, and videos. Teachers will share the written results of the GOLD Developmental Assessment with the child's parent(s) or guardian two times per year at parent-teacher conferences, and the teacher together with the parent(s) or guardian(s) will set developmental goals for the child based on the assessment results. At any time, if the results indicate any area(s) of possible concern, staff will meet with parents / guardians to make recommendations, including referral for in-depth evaluation if indicated.

	EVALUACIÓN CONTINUA Children's Center, en asociación con EHS, implementará un proceso de evaluación continuo mediante la recopilación de datos de evaluación a nivel del niño utilizando evaluaciones válidas y confiables para determinar el estado y el progreso de cada niño. "My Teaching Strategies" (Mis estrategias de enseñanza) se utilizará para realizar estas evaluaciones. Children's Center conducirá una evaluación continua de los niños de EHS para individualizar la instrucción y el aprendizaje de cada niño. Estas observaciones estructuradas por parte del personal incluirán notas anecdóticas, formularios de datos objetivos, aportes de los padres a través de contactos familiares, fotografías y videos. Los maestros compartirán los resultados escritos de la Evaluación de Desarrollo GOLD con los padres o guardianes del niño dos veces al año en conferencias de padres y maestros, y el maestro junto con los padres o guardianes establecerán metas de desarrollo para el niño en base a los resultados de la evaluación. En cualquier momento, si los resultados indican cualquier área de posible preocupación, el personal se reunirá con los padres/guardianes para hacer recomendaciones, incluyendo un referido para a evaluación a profundidad, si se indica. التقييم المستمر سنطبق، بالشراكة مع قسم البيئة، والصحة، والسلامة، تقييمًا مستمرًا من خلال جمع بيانات تقييم مستوى الطفل باستخدام تقييمات صحيحة وموثوقة من أجل تحديد حالة كل طفل وتقديمه، وسنستخدم استراتيجيات التدريس الخاصة بي لإجراء هذه التقييمات. سيُجري تقييمًا مستمرًا لأطفال برنامج قسم البيئة، والصحة، والسلامة؛ من أجل إضفاء الطابع الفردي على التعليمات والتعلم لكل طفل. ستشمل ملاحظات الموظفين المنظمة ملاحظات قصصية، ونماذج بيانات موضوعية، ومساهمة أبوية من خلال التواصل العائلي، والصور الفوتوغرافية، ومقاطع الفيديو. (المكتوب مع ولي الأمر GOLD وسيشارك المعلمون نتائج التقييم التنموي الذهبي (أولياء الأمور) أو الوصي مرتين سنويًا في مؤتمرات أولياء الأمور، وسحدد المعلم مع ولي الأمر (أولياء الأمور) أو الوصي (الأوصياء) أهداف الطفل التنموية بناءً على نتائج إذا أشارت النتائج في أي وقت إلى أي مجال (مجالات) مثير للقلق، فسيجتمع التقييم. الموظفون مع أولياء الأمور أو الأوصياء من أجل تقديم توصيات، بما في ذلك الإحالة إلى التقييم المتعمق إذا تمت الإشارة إلى ذلك.
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Health Program Services	1302.40-1302.47
<u>Staff AND Family:</u> Policy stating the program is a part of CACFP, program designs and how you deliver nutritional services that are culturally and developmentally appropriate, meet the needs of children, and accommodate the feeding requirements of each child. Also includes the times the meals are served.	MEALS We serve nutritionally balanced, attractive, highest quality food each day by participating in the Child and Adult Care Food Program (CACFP) and deliver nutritious meals in accordance with USDA guidelines at no extra charge to the parents. A weekly menu is available at the front door under parent / guardian info. All meals are served family style, and children are encouraged to eat all foods offered. We do our best to offer a wide variety of age-appropriate foods from the cultures of our families. If a child requires a special diet, we ask that you provide a doctor's note or letter from a clergyperson, and we will do our best to accommodate your child. All children will be served meals if they are present during the scheduled mealtimes. If they miss a scheduled mealtime, then it is the parent's responsibility to ensure the child has eaten prior to arriving. Our staff members model eating a variety of foods offered with the children. Our meal and snack schedule are as follows: Breakfast: 7:00 am-8:00 am Lunch: 11:30 am-12:30 pm Afternoon Snack: 3:00 pm-4:00 pm
	COMIDAS Servimos alimentos nutricionalmente balanceados, atractivos y de la más alta calidad todos los días al participar en el Programa de Alimentos para el Cuidado de Niños y Adultos (CACFP) y entregamos comidas nutritivas de acuerdo con las reglas del USDA sin cargo adicional para los padres. Hay un menú semanal disponible en la puerta de entrada bajo la información para padres/guardianes. Todas las comidas se sirven al estilo familiar y se anima a los niños a comer todos los alimentos que se ofrecen. Hacemos todo lo posible para ofrecer una variedad amplia de alimentos apropiados para la edad de las culturas de nuestras familias. Si un niño requiere una dieta especial, le pedimos que provea una nota del médico o una carta de un clérigo y haremos todo lo posible para acomodar a su hijo. A todos los niños se les servirán comidas si están presentes durante las horas de comida programadas. Si no están presentes durante una hora de comida programada, es responsabilidad de los padres asegurarse de que el niño haya comido antes de llegar. Los miembros de nuestro personal modelan comiendo una variedad de alimentos ofrecidos con los niños. Nuestro horario de comidas y meriendas es el siguiente: Desayuno: 7:00 am-8:00 am Almuerzo: 11:30 am-12:30 pm Merienda: 3:00 pm-4:00 pm

	الوجبات نقدم طعامًا متوازنًا غذائيًا، ورائعًا، وعالي الجودة يوميًا من خلال المشاركة مع برنامج رعاية أغذية الطفل والبالغين (CACFP) وتقديم وجبات غذائية وفقًا لإرشادات قسم الزراعة بالولايات المتحدة الأمريكية دون رسوم إضافية على الآباء. وتتوفر قائمة اسبوعية عند الباب الأمامي بعلم أولياء الأمور أو الأوصياء. وتُقدم كل الوجبات بالطريقة الأسرية، ويتم تشجيع الأطفال على تناول جميع الأطعمة المقدمة. كما نبذل قصارى جهدنا من أجل تقديم مجموعة أطعمة متنوعة مناسبة للأعمار مُستمدة من ثقافات عائلاتنا. وإذا طلب الطفل نظامًا غذائيًا خاصًا، فإننا نطلب تقديم ملاحظة من الطبيب أو رسالة أو من رجل دين وسنعمل ما بوسعنا من أجل مساعدة الطفل. وتُقدم الوجبات لجميع الأطفال الموجودين خلال أوقات الوجبات المقررة. إذا فاتتهم وجبة، فمن مسؤولية الآباء التأكد من أن الطفل قد أكل قبل وصوله. يقوم الموظفون بتناول مجموعة أطعمة متنوعة مع الأطفال. فيما يلي جدول الوجبات الأساسية والخفيفة: الفطور: 7:00 صباحًا-8:00 صباحًا الغذاء: 11:30 صباحًا-12:30 صباحًا وجبة خفيفة بعد الظهر: 03:00 مباحًا-4:00 صباحًا العشاء: مباحًا-صباحًا
<u>Staff AND Family:</u> Policy on receiving and maintaining child immunizations and physicals.	IMMUNIZATION POLICY We are required to have up-to-date records of immunizations on file for the children in our care. Parents / guardians are required to complete the immunization form prior to the child's first day in care. The child will not be accepted into childcare until this form is complete. Please notify us of any new immunization your child may receive so we may keep their records up to date. If you choose not to immunize your child due to a religious belief or a medical condition, there is a separate exemption form that needs to be completed. Non-medical Exemption – Parents / guardians of students in preschool or childcare must file non-medical exemptions at 2, 4, 6, 12 and 18 months of age. These exemptions expire when the next vaccines are due or when the child enrolls in kindergarten. Parents of students in grades K-12 claiming a non-medical exemption must file one annually. These exemptions expire on June 30 each year. Medical Exemption - Students with a complete medical exemption form (signed by a medical doctor, Doctor of Osteopathic Medicine, advanced practice nurse or delegated physician's assistant) need to file this form only once unless the student's information or school changes.

	HEALTH APPRAISAL (WELL CHILD CHECKS) A Health Appraisal record of your child's physical exam must be submitted before a child attends. The parent / guardian must provide a current Health Appraisal Form, signed by the child's physician. Health information includes any known allergies, medication being taken and side effects, special diets required, and chronic health conditions. The statement of the child's current health status must be signed and dated by a health care provider who has seen the child within the last twelve (12) months, or within the last six (6) months for children under 2-1/2 years of age. Within thirty <u>(30) days</u> following the expiration date, the parent or guardian of each child must submit a statement of the child's current health status or written verification of a scheduled appointment with a health care practitioner. The statement must include when the next visit is required according to the AAP guidelines or date noted by the health care provider. All health statements must be kept at the licensed childcare facility.
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	NORMA DE INMUNIZACIÓN Se nos requiere que tengamos registros actualizados de vacunas en el archivo de los niños bajo nuestro cuidado. Se requiere que los padres/guardianes completen el formulario de vacunación antes del primer día de cuidado del niño. El niño no será aceptado en el cuidado infantil hasta que este formulario esté completo. Por favor notifiquenos de cualquier vacuna nueva que su hijo pueda recibir para que podamos mantener sus registros actualizados. Si elige no vacunar a su hijo debido a una creencia religiosa o una condición médica, hay un formulario de exención por separado que debe completarse. Exención no médica: los padres/guardianes de estudiantes en preescolar o guardería tienen que presentar exenciones no médicas a los 2, 4, 6, 12 y 18 meses de edad. Estas exenciones vencen cuando vencen las próximas vacunas o cuando el niño se inscribe en el kindergarten. Los padres de estudiantes en los grados K-12 que reclaman una exención no médica deben presentar una anualmente. Estas exenciones vencen el 30 de junio de cada año. Exención médica: los estudiantes con un formulario de exención médica completo (firmado por un médico, un doctor en medicina osteopática, una enfermera de práctica avanzada o un asistente médico delegado) deben presentar este formulario solo una vez, a menos que la información del estudiante o la escuela cambien. EVALUACIÓN DE SALUD (CHEQUEOS DE SALUD INFANTIL) Se tiene que presentar un registro de evaluación de la salud del examen físico de su hijo antes de que asista. El padre/guardián debe dar una Forma de evaluación de su salud actual, firmado por el médico del niño. La información de salud incluye alergias conocidas, medicamentos que se toman y posibles efectos secundarios, dietas especiales requeridas y condiciones de salud crónicas. La declaración del estado de salud actual del niño debe estar firmada y fechada por un proveedor de atención médica que haya visto al niño en los últimos doce (12) meses, o en los últimos seis (6) meses para niños menores de 2 ½ años. Dentro de los treinta (30) días siguientes a la fecha de vencimiento, el padre o guardián de cada niño tiene que presentar una declaración del estado de salud actual del niño o una verificación por escrito de una cita programada con un profesional de la salud. La declaración debe incluir cuándo se requiere la próxima visita de acuerdo con las normas de la AAP o la fecha indicada por el proveedor de atención médica. Todas las declaraciones de salud deben mantenerse en el centro de cuidado infantil autorizado. سياسة التخصين نطالب أن يكون لدينا سجلات تحصينات محدثة في ملف رعاية الأطفال. ويُطلب من أولياء الأمور أو الأوصياء إكمال نموذج التخصين قبل أول يوم في برنامج رعاية الطفل. ولن يتم القبول في البرنامج حتى يكتمل هذا النموذج. لذلك يرجى إخطارنا بأي تطعيم يتلقاه الطفل حتى نحافظ على تحديث سجلاته. وإذا اخترت عدم تحصين طفلك بسبب معتقد ديني أو حالة طبية، يوجد نموذج استثنائي منفصل يجب إكماله.
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	الإعفاء غير الطبي - يجب على أولياء الأمور أو الأوصياء في مرحلة ما قبل المدرسة أو برنامج رعاية الطفل تقديم إعفاءات غير طبية في عمر 2، و4، و6، و12، و18 شهرًا. وتنتهي هذه الإعفاءات عندما يحين موعد اللقاحات التالية أو عندما يلتحق الطفل برياض الأطفال. ويجب على أولياء أمور الطلاب في K12 المطلبين بإعفاء غير طبي تقديم طلب واحد سنويًا. وتنتهي صلاحية الإعفاءات في 30 يونيو من كل عام. يحتاج الإعفاء الطبي إلى نموذج إعفاء طبي كامل (موقع من طبيب، أو طبيب عظام، أو ممرضة ممارسة متقدمة أو طبيب مساعد منتدب) ويُقدم هذا النموذج مرة واحدة فقط ما لم تتغير معلومات الطالب أو المدرسة. التقييم الصحي (فحص الأطفال جيدًا) يجب تقديم سجل التقييم الفحص البدني قبل الحضور. ويجب على ولي الأمر أو الوصي تقديم نموذج تقييم صحي حالي، وموقع من قبل طبيب الطفل. ويجب أن تتضمن المعلومات الصحية أي حساسية معروفة، والأدوية والآثار الجانبية المحتملة، والنظام الغذائي الخاص المطلوب، والحالات الصحية المزمنة. ويجب توقيع بيان حالة الطفل الصحية وتاريخه من قبل مقدم الرعاية الصحية الذي قام بالفحص خلال الاثني عشر (12) شهرًا الأخيرة، أو خلال الستة (6) أشهر الأخيرة للأطفال دون سن 2-1/2. ويجب على ولي الأمر أو الوصي تقديم بيان حالة الطفل الصحية أو وثيقة مكتوبة بميعاد محدد مع طبيب كشف صحي في غضون ثلاثين (30) يومًا من تاريخ انتهاء صلاحية التقييم الصحي. ويجب أن يتضمن البيان موعد الزيارة التالية وفقًا لإرشادات الأكاديمية الأمريكية لطب كما يجب الاحتفاظ (أو التاريخ المشار إليه من مقدم الرعاية الصحية AAP الأطفال) بجميع البيانات الصحية في منشأة رعاية أطفال مرخصة.
<u>Staff</u>: Policy stating that health and safety checks are done indoors and outdoors.	HEALTH AND SAFETY CHECKS Established checklists will help maintain the health of safety of the children at Children's Center. Indoor and outdoor environment checks will be done daily, monthly, weekly, and quarterly to ensure the safety of all children and adults.
	CHEQUEOS DE SALUD Y SEGURIDAD Listas de verificación establecidas ayudarán a mantener la salud y la seguridad de los niños en Children's Center. Chequeos ambientales interiores y exteriores se realizarán diaria, mensual, semanal y trimestralmente para garantizar la seguridad de todos los niños y adultos
	فحوصات الصحة والسلامة ستساعد قوائم المراجعة الموضوعة في الحفاظ على صحة الأطفال. تُجرى الفحوصات بالداخل والخارج يوميًا، وشهريًا، وأسبوعيًا وفصليًا من أجل ضمان سلامة جميع الأطفال والبالغين.
<u>Staff AND Family</u>: Policy stating that Early Head Start children will practice oral hygiene (toothbrushing) at least one time daily after a meal and that toothbrushes are replaced by the program at least every 90 days.	TOOTH BRUSHING Children's teeth are brushed at least once a day after a meal. Toothbrushes are to be individually labeled and stored so they can air dry and do not touch one another. Toothbrushes will be replaced every three months, or when visibly worn, after cross contamination, and after a child returns to school from an illness. The toothpaste tube is not to touch any toothbrush; staff will put the toothpaste on a small paper cup and then on the brush or have a tube for each child. For children with no teeth yet, a piece of gauze will be used to wipe the child's gums.

	CEPILLADO DE DIENTES Los dientes de los niños se cepillan al menos una vez al día después de una comida. Los cepillos de dientes deben etiquetarse y almacenarse individualmente para que puedan secar al aire libre y no se toquen entre sí. Los cepillos de dientes se reemplazarán cada tres meses, o cuando estén visiblemente desgastados, después de un cruce de contaminación y después de que un niño regrese a la escuela después de una enfermedad. El tubo de pasta de dientes no debe tocar ningún cepillo de dientes; el personal pondrá la pasta de dientes en un vaso de papel pequeño y luego en el cepillo o tendrá un tubo para cada niño. Para los niños que aún no tienen dientes, se usará una gasa para limpiar las encías del niño. غسل الأسنان يتم غسل الأسنان مرة واحدة على الأقل يوميًا بعد الوجبة الغذائية. ونضع ملصقات على ويتم فرش الأسنان وتُخزن بشكل فردي لتجفيفها بالهواء وعدم ملامسة بعضها البعض. استبدال فرشاة الأسنان كل ثلاثة أشهر، أو عندما تصبح تالفة، أو إذا لامست سطح ملوث، ويجب ألا يلمس أنبوب معجون أو بعد عودة الطفل إلى المدرسة إثر إصابته بمرض. الأسنان أي فرشاة أسنان؛ حيث يضع الموظفون المعجون على كوب ورقي صغير ثم على الفرشاة أو تُخصص أنبوبة لكل طالب. يتم استخدام قطعة من الشاش لتنظيف لثة الأطفال من ليس لديهم أسنان بعد.
<u>Staff:</u> Policy states that Family Style Dining is used for all meals served.	FAMILY-STYLE DINING As a part of family-style meal service and good early childhood education practices, classroom staff are required to sit at tables with the children and eat the same foods being served to the children. Mealtime is to be pleasant and relaxed and used as an opportunity to broaden children's food experience and support the development of cognitive, language and social skills. Family-style meals allow the children to serve themselves. Staff are to consume only child-size portions given that mealtime is a curriculum activity and not intended to provide full adult meals as a fringe benefit to employees. Staff who follow a special diet should discuss with program administrators and find a solution that will work for both parties. This might mean the staff member's diet is followed for the whole group, the staff member models eating only some foods, or the staff member is scheduled on breaks at mealtime. This is a great opportunity for teachers to discuss nutrition and the importance of eating a balanced diet with children.

	COMIDAS ESTILO FAMILIAR Como parte del servicio de comidas al estilo familiar y las buenas prácticas de educación de primera infancia, se requiere que el personal del salón de clases se siente en las mesas con los niños y coma los mismos alimentos que se les sirven a los niños. La hora de la comida debe ser placentera y relajada y utilizarse como una oportunidad para ampliar la experiencia alimentaria de los niños y apoyar el desarrollo de las habilidades cognitivas, de lenguaje y sociales. Las comidas al estilo familiar permiten que los niños se sirvan solos. El personal debe consumir solo porciones de tamaño infantil dado que la hora de la comida es una actividad curricular y no está destinada a dar comidas completas para adultos como un beneficio adicional para los empleados. El personal que sigue una dieta especial debe hablar con los administradores del programa y encontrar una solución que funcione para ambas partes. Esto podría significar que la dieta del miembro del personal se sigue para todo el grupo, el miembro del personal modela comer solo algunos alimentos o el miembro del personal tiene descansos programados a la hora de comer. Esta es una gran oportunidad para que los maestros hablen sobre nutrición y la importancia de llevar una dieta balanceada con los niños.
	تناول الطعام على الطريقة الأسرية يُطالب المعلمون بتناول الطعام مع الأطفال كجزء من طريقة تناول الوجبات الأسرية ويجب أن يكون وقت الوجبات ممتعًا ومريحًا وكتدريبات مبكرة جيدة لتعليم الأطفال. ويُستخدم كفرصة من أجل توسيع نطاق خبرة الأطفال في الطعام ودعم تطوير المهارات وتساعد طريقة تناول الوجبات الأسرية الأطفال على المعرفية، واللغوية، والاجتماعية. كما يستغرق الموظفون وقت الوجبة المحدد فقط لأن موعد الطعام هو خدمة أنفسهم. نشاط منهجي وليس المقصود منه توفير وجبات البالغين كميزة هامشية للموظفين. ويجب أن يناقش الموظفون المتبعون نظامًا غذائيًا خاصًا بمديري البرنامج وإيجاد حل يصلح لكلا الطرفين. وقد يعني هذا اتباع نظام غذائي للموظف اتباعه المجموعة كلها، وقد لا يأكل الموظف إلا بعض الأطعمة، أو أن الموظف قد يكون في استراحة أثناء موعد الطعام. وقد تكون هذه فرصة عظيمة للمعلمين من أجل مناقشة النظام الغذائي وأهمية اتباع وتناول نظام غذائي.
<u>Staff:</u> Policy on safe sleep practices, including ensuring that all sleeping arrangements for children under 18 months of age use firm mattresses or cots, as appropriate, and for children under 12 months, soft bedding materials or toys must not be used.	SAFE SLEEP Per Colorado Rules Regulating Child Care Facilities, all staff caring for children under the age of 1 must complete the Infant Safe Sleep Practices training annually. Staff will ensure safe sleep practices are implemented any time a child under the age of 18 months is sleeping or resting, including: • Providing opportunities for sleep and/or rest • The usage of appropriate and approved sleeping equipment (i.e. cribs, infant futons, cots, etc.) for sleep and/or rest times. • The exclusion of wedges, infant positioners, blankets, toys, bottles, etc. to ensure children under the age of 1 year are alone in the sleeping equipment.

	• Pacifiers only being allowed during sleep time while the child is in the approved sleeping equipment. • Allowing children to sleep in a comfortable temperature with clothing sufficient for warmth but does not result in overheating nor provide any strangulation risk to the child (i.e., bibs, necklaces, hoods, pacifier strings, etc.) • Ensuring children under the age of 1 year are placed on their backs and returned to their backs if the child turns throughout their sleep and/or rest. ○ Children requiring a different sleep position must have a signed and dated statement from their health care professional. ○ Children able to flip from their back to their stomach and their stomach to their back do not have to be returned to their back for sleep and/or rest.
<u>Staff:</u> Policy on Reporting of suspected or known child abuse and neglect, including that staff comply with applicable federal, state, local, and tribal laws	REPORTING OF ABUSE Staff, consultants, contractors, and volunteers are mandatory reporters. If a mandatory reporter suspects child abuse or neglect, they are required by Colorado law to call 844-CO-4-Kids or report the information to a local law enforcement agency. It is your legal responsibility to immediately make an oral report of any suspected child abuse and/or neglect to child protective services. Depending on the incident, you may be asked to follow up immediately with a written report or to contact law enforcement directly. The person who receives your call will instruct you if this is necessary. Reporting suspicions of child abuse and/or neglect to your supervisor does not relieve your responsibility to report, nor does your reporting relieve the institution's responsibility to report.
<u>Staff:</u> A policy for appropriate indoor and outdoor supervision of children at all times.	SUPERVISION Per requirements as an Early Head Start Child Care Partner with Early Learning Ventures, all staff supporting Early Head Start learning environments must complete the Active Supervision: Back to the Basics training annually. Children must be actively supervised at all times during program attendance, indoors and outdoors. Staff will utilize active supervision strategies to ensure children are never left alone or inappropriately supervised, including: • Setting up the environment • Positioning of staff • Scanning and counting • Listening

	• Anticipating children’s behavior • Engaging and redirecting • Maintaining proper group sizes and ratios • Maintaining proper attendance logs and sign-in/out sheets • Implementing routine face-to-name counts, including transitions from one environment to another. • Following the program’s policy and procedures related to release of children. • Following the program’s policy and procedures related to active supervision expectations in the indoor learning environments, outdoor learning environments and play areas, and during transitions.
<u>Staff:</u> A policy for only releasing children to an authorized adult	RELEASE OF CHILDREN Children may only be released to an authorized adult with identification. Refer to family handbook for procedures for families to edit or add authorized pickups.
<u>Staff:</u> policy for COVID mitigation that is evidence-based and developed in consultation with their Health Services Advisory Committee	COVID-19 Mitigation Policy Sample To reduce or lower the transmission, infection, and disease severity of SARS-CoV-2 (COVID-19), Children’s Center has put the following practices and strategies in place for both program staff and enrolled children. This policy may be updated at any time to align with current needs of the community and public health guidance for COVID-19. 1. Vaccinations a. Staff i. Will adhere to state mandated vaccinations. b. Enrolled Children i. Children will be vaccinated according to their age. Parents will complete vaccinations or waivers. 2. Daily Health Checks a. Will be conducted upon children’s arrival. 3. Exclusion for Illness and Readmission to the Program a. Illness Prior to Coming to Care i. Staff and children who exhibit the following symptoms not related to a known chronic condition or have a confirmed exposure to COVID-19 must stay home until symptoms have improved (2.c.).

	1. Fever (100.4°F or greater for individuals four (4) months or older) 2. Shortness of breath or difficulty breathing 3. Nausea, vomiting/throwing up. 4. Diarrhea 5. Cough b. Illness While at the Program i. Child will be sent home to recover from illness. ii. Child will symptom free for 24 hours c. Requirements for Readmission to the Program i. Testing 1. Positive Result a. Refer to 2.c.iii. 2. Negative Result and Symptoms Explained by a Specific Illness Other Than COVID-19 a. Individual may return to the program following exclusion guidelines for that illness. 3. Negative Result and Symptoms Not Explained by a New Illness or Known Chronic Condition a. Individual should stay home until symptoms have been resolved for at least 24 hours without medication. ii. Staff and enrolled children may return to the program if: 1. Symptoms have improved overall for at least 24 hours. 2. No fever has occurred for at least 24 hours without the use of fever-reducing medication. 4. Environmental Health a. Ventilation i. Each classroom has electronic ventilation. b. Air Purification i. Each classroom has an air purifier. 5. Hygiene Practices a. Handwashing i. Children will wash their hands upon arrival, after toileting/diaper changes, before/after eating, after outside play, and any time necessary. b. Cleaning, Sanitizing, and Disinfecting i. Occurs daily throughout the program. 6. Masking
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	a. Individuals are required to wear a protective face mask for at least five (5) days upon returning to normal activities. As individuals may still be able to spread the virus even if they are feeling better, we require a mask to be worn in case the individual is still contagious. b. Children under the age of two (2) years old will not be expected to wear a protective face mask. Children’s Center will enforce the following procedure if there is one (1) or more confirmed cases of COVID-19 at the program. 1. Communication Plan a. Staff i. Is done through the ELV app. b. Families i. Is done through the ELV app. 2. Reporting to Local and/or State Public Health Authorities - a. 3. Closing and Reopening Procedures a. Closing and Reopening will occur with guidance from the Nurse Consultant and the Health Department.
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Services for Children with Disabilities	1302.60-1302.63
<u>Staff AND Family:</u> Policy stating (and process) how program coordinates with agencies that are responsible for identifying potential developmental delays.	REFERRAL PROCESS We care about meeting the needs of our families. If a family needs assistance getting connected to service providers for mental health, physical health, educational or developmental screenings, our program is here to help. Please let a staff member know if you believe you or someone you love can benefit from these services and we will help you locate and contact them. During a child assessment, teachers screen for any developmental concerns. Children's Center makes a referral or provides referral information to the family during Parent/Teacher conferences or as appropriate for any child for whom a developmental concern has been identified. Services may be suggested such as but not limited to: Birth up to 3 Years of Age Early Intervention at Children's Center 3 up to 5 Years of Age Child Find Schools District Child Find School Dist.970-867-2998 Birth up to 21 Years of Age HCP for Children and Youth with Special Health Care Needs:
	PROCESO DE REFERIDOS Nos preocupamos por satisfacer las necesidades de nuestras familias. Si una familia necesita ayuda para conectarse con proveedores de servicios de salud mental, salud física, evaluaciones educativas o de desarrollo, nuestro programa está aquí para ayudar. Infórmele a un miembro del personal si cree que usted o alguien a quien ama puede beneficiarse de estos servicios y lo ayudaremos a encontrarlos y contactarlos. Durante una evaluación del niño, los maestros evalúan para cualquier preocupación de desarrollo. Children's Center hace un referido o da información para un referido a la familia durante las conferencias de padres y maestros o según corresponda para cualquier niño para quien se haya identificado una preocupación de desarrollo. Se pueden sugerir servicios tales como, pero no limitados, a: Desde el nacimiento hasta los 3 años Early Intervención De 3 a 5 años Child Find Child Find del Distrito de Escuelas_ Distrito Escolar 970-867-2998 Desde el nacimiento hasta los 21 años de edad HCP para Niños y Jóvenes con Necesidades Especiales de Salud Médica:
	عملية الإحالة

	نهتم بتلبية احتياجات عائلاتنا. إذا احتاجت الأسرة مساعدة في الاتصال بمقدمي خدمات فحوصات الصحة العقلية، أو البدنية، أو التعليمية أو التنموية، فإن برنامجنا هنا لتقديم يد العون. ويرجى إخبار أحد الموظفين إذا أردت أنت أو شخص تحبه استخدام هذه الخدمات وسنساعدك في تحديد الموقع والاتصال به. ويفحص المعلمون الطالب من أي مخاوف تتعلق بالنمو أثناء التقييم. حيث يقوم بالإحالة أو يقدم معلومات إحالة إلى الأسرة أثناء اجتماعات أولياء الأمر مع المعلم أو حسب الاقتضاء لأي طفل لديه مشكلة. ويمكن اقتراح خدمات وهي على سبيل المثال لا الحصر: برنامج التدخل المبكر (AEI) حتى عمر ثلاث سنوات _____ (Child Find) من عمر 3 سنوات إلى 5 سنوات برنامج العثور على الطفل في منطقة المدارس _____ منطقة المدارس. (رقم الهاتف) برنامج الرعاية الصحية للأطفال والشباب ذوي احتياجات رعاية صحية خاصة حتى سن 21 سنة:
<u>Staff AND Family:</u> Policy for trans-disciplinary approaches to assess needs, develop common goals and implement a single, cross-disciplinary plan for each identified EHS child and family.	APPROACH TO INDIVIDUAL PLANS Children's Center will contribute and collaborate in trans-disciplinary community efforts that aid in meeting the outcome or goals of Individualized Family Service Plan (IFSP) or Individual Education Programs (IEP), School Readiness Plans, Individual Learning Plans, or other individual plans if the need arises. We will provide appropriate activities to support the goals a child is working on if we are included in the therapy goals. COMMUNITY RESOURCES A variety of community resources are found throughout the school. A big book of Family Resources is in the Family Resource area to the right as you enter the school. Updated information is located in the book from a multitude of services. Morgan and Morgan County community resources, information about child development and learning, health, mental health, family services, food banks, child nutrition, childcare, respite care, expectant parents, day programs, home health care, medical, dental and hearing, skills training, financial, legal guardianship, low-income housing, vocational and transportation services, and resources for Individualized Education are all included in this resource. Staff must be aware of these resources, so that they can refer parents / guardians to the appropriate community service agencies when asked.

	ENFOQUE A LOS PLANES INDIVIDUALES Children's Center contribuirá y colaborará en los esfuerzos comunitarios transdisciplinarios que ayuden a lograr el resultado o las metas del Plan de Servicio Familiar Individualizado (IFSP) o Programas de Educación Individual (IEP), Planes de Preparación Escolar, Planes de Aprendizaje Individual u otros planes individuales si es necesario surge la necesidad. Proveen actividades apropiadas para apoyar las metas en las que está trabajando un niño si estamos incluidos en las metas de la terapia. RECURSOS DE LA COMUNIDAD Una variedad de recursos comunitarios se encuentra en toda la escuela. Una carpeta de Recursos para la Familia se encuentra en la Sala de Recursos para la Familia a la izquierda al entrar a la escuela. En la carpeta se encuentra información actualizada de multitud de servicios. Recursos comunitarios de y, información sobre desarrollo y aprendizaje infantil, salud, salud mental, servicios familiares, bancos de alimentos, nutrición infantil, cuidado infantil, cuidado de relevo, padres futuros, programas diurnos, atención médica en el hogar, dental y auditivo, entrenamiento de destrezas, finanzas, tutela legal, vivienda para personas de bajos ingresos, servicios vocacionales y de transporte, y recursos para la educación individualizada están todos incluidos en este recurso. El personal debe estar al tanto de estos recursos, para poder referir a los padres/guardianes a las agencias de servicios comunitarios correspondientes cuando se les solicite. نهج الخطط ال سيساهم ويساعد في نقل جهود المجتمع اللازمة في تلبية نتائج أو أهداف خطة خدمة الأسرة الفردية (IFSP) أو برامج التعليم الفردي (IEP)، أو خطط الاستعداد المدرسي، أو خطط التعلم الفردي، أو الخطط الفردية الأخرى إذا دعت الحاجة. وسنوفر الأنشطة المناسبة من أجل دعم الأهداف إذا تم إدراجها في أهداف العلاج. موارد المجتمع حيث يوجد كتاب توجد مجموعة متنوعة من موارد المجتمع في جميع أنحاء المدرسة. كبير عن موارد الأسرة في غرفة موارد الأسرة على اليسار عند دخولك المدرسة. {الدولة} وتوجد في الكتاب معلومات محدثة في الكتاب تشكل العديد من الخدمات و{منطقة المدارس المحلية} إن موارد المجتمع، ومعلومات نمو وتعلم الطفل، وحالته الصحية، والصحة العقلية، وخدمات الأسرة، وبنوك الغذاء، وتغذية ورعاية الطفل، والرعاية المؤقتة، والأمهات الحوامل، والبرامج النهارية، والرعاية الصحية المنزلية، وطب الأسنان وطب السمع، وتدريب المهارات، والإشراف المالي والقانوني، والإسكان الفردي، مُدرجة كلها في هذا منخفض الدخل، والخدمات المهنية والنقل، وموارد التعليم ويجب أن يكون الموظف على دراية بكل هذه الموارد، حتى يتمكن من توجيه المصدر. أولياء الأمور أو الأوصياء إلى مؤسسات خدمات المجتمع المناسبة.
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Transition Services	1302.70-1302.72
<u>Staff AND Family:</u> Policy to schedule/hold transition meetings with teachers/EHS Specialist/families for children/families 6 months prior to 3rd birthday (Center) 4th birthday (FCCH).	TRANSITION FROM EARLY HEAD START To ensure a seamless transition out of the Early Head Start program, 6 months prior to aging out of EHS a meeting will be held with the teacher, EHS specialist and parents / guardians. The purpose of the Transition Plan is to ensure a smooth transition and find the most appropriate placement for the child. The plan requires active parental or guardian involvement during the planning and transition process for continuity of services for parents and children between different program settings. To successfully transition, children may move from Early Head Start to a Head Start Program, or a District Preschool Program, or child may stay with the program until enrolling in kindergarten.
	TRANSICIÓN DE EARLY HEAD START Para garantizar una transición fluida fuera del programa Early Head Start, 6 meses antes de la edad de vencimiento de EHS se llevará a cabo una reunión con el maestro, el especialista de EHS y los padres/guardianes. El propósito del Plan de Transición es para asegurar una transición sin problemas y encontrar la ubicación más adecuada para el niño. El plan requiere la participación de los padres o guardianes durante el proceso de planificación y transición para la continuidad de los servicios para padres y niños entre diferentes entornos de programas. Para una transición exitosa, los niños pueden pasar de Early Head Start a un Programa Head Start, o un Programa Preescolar del Distrito, o el niño puede quedarse con té programa hasta que se inscriba en el kindergarten.
	Early Head Start الانتقال من سيُعقد اجتماع مع المعلم، وأخصائي البيئة، والصحة، والسلامة، وأولياء الأمور أو ، وسيكون Early Head Start الأوصياء من أجل ضمان الانتقال السلس من برنامج قبلها بمدة ستة أشهر. والغرض من الخطة الانتقالية هو ضمان الانتقال السلس والعثور على أنسب مكان للطفل. وتتطلب الخطة مشاركة فعالة من أولياء الأمور أو الأوصياء أثناء عملية التخطيط والانتقال من أجل استمرارية خدمات أولياء الأمور والأطفال بين إلى برنامج Early Head Start إعدادات البرامج المختلفة. وقد ينتقل الأطفال من ، أو برنامج ما قبل المدرسة، أو قد يبقى الطفل مع حتى يتم تسجيله في Head Start رياض الأطفال

Program Management & Quality Improvement	1302.100-1302.103
<u>STAFF AND FAMILY:</u> Policy introducing Early Head Start	Children's Center is an Early Head Start Child Care Partner of Early Learning Ventures (ELV). As an Early Head Start partner of ELV, we are required to follow Head Start Program Performance Standards. You may receive communications about or become aware of additional procedures or policies related to our implementation of these.

	Children's Center es un Socio de Cuidado Infantil de Early Head Start de Early Learning Ventures (ELV). Como socio de Early Head Start de ELV, estamos obligados a seguir las Normas de Desempeño del Programa de Head Start. Es posible que reciba comunicaciones o se entere de procedimientos o normas adicionales relacionados con nuestra implementación de estos. و شريك في برنامج Early Head Start لرعاية الطفل فيما يتعلق ببرنامج مشروع التعلم المبكر. ونطلب إتباع معايير أداء برنامج Head Start بصفتنا شريكاً لبرنامج مشروع التعلم المبكر. وقد تتلقى اتصالات أو تصبح على دراية بالإجراءات أو السياسات الإضافية المتعلقة بتنفيذنا لهذه الإجراءات أو السياسات.
<u>Staff AND Family:</u> Policy that Handbook reviewed twice a year.	HANDBOOKS AND POLICY UPDATES We update handbooks semi-annually to reflect changes to laws and regulations. Families and Staff will be made aware of handbook updates through review during staff meetings and / or email notifications and may be asked to verify with acknowledgement form. MANUALES Y ACTUALIZACIONES DE NORMAS Actualizamos los manuales semi-anualmente para reflejar los cambios en leyes y reglamentos. Las familias y el personal estarán al tanto de las actualizaciones del manual a través de la revisión durante las reuniones del personal y / o notificaciones por correo electrónico y se les puede pedir que verifiquen con un formulario de reconocimiento. تحديث الكتيبات والسياسات نقوم بتحديث الكتيبات في منتصف السنة لنعكس التغييرات على القوانين واللوائح. وسيتم إعلام العائلات والموظفين بتحديثات الكتيب من خلال المراجعة خلال اجتماعات الموظفين و/ أو عبر البريد الإلكتروني وقد يُطلب منهم التحقق باستخدام نموذج الإقرار.
<u>Staff AND Family:</u> Policy that Child Care Provider will supply all diapers, wipes and formula for Early Head Start enrolled child during hours of operation.	DIAPERS, WIPES, AND FORMULA As an Early Head Start partner, we will be responsible for providing diapers, formulas, and wipes for Early Head Start enrolled children during care. PAÑALES, TOALLITAS Y FÓRMULA Como socio de Early Head Start, seremos responsables de proveer pañales, fórmulas y toallitas húmedas para los niños inscritos en Early Head Start durante el cuidado. الحفاضات، والمناديل، والتركيبية ، سنكون مسؤولين عن توفير الحفاضات، Early Head Start بصفتنا شريكاً لبرنامج أثناء فترة Early Head Start والتركيبة، والمناديل للأطفال المسجلين في برنامج الرعاية.
<u>Family:</u> Statement of cost of childcare.	TUITION AND COST OF CARE For private pay families, weekly tuition is \$250 per child. For children on CCAP, parental fees are determined through the local CCAP authority. Any changes will be communicated one month in advance, through email. Our site provides high quality Early Head Start services at an approximate cost of \$250 per child weekly.

	MATRÍCULA Y COSTO DEL CUIDADO Para familias de pago privado, la matrícula semanal es de por niño. Para los niños en CCAP, las tarifas de los padres se determinan a través de la autoridad local de CCAP. Cualquier cambio se comunicará con cuánto de antemano, a través de correo electrónico. Nuestro sitio brinda servicios de Early Head Start de alta calidad a un costo aproximado de por niño por semana. تكاليف رسوم الدراسة والرعاية تبلغ الرسوم الأسبوعية لكل طفل. ويتم تحديد الرسوم من خلال برنامج مساعدة رعاية الطفل. وسيتم الإبلاغ عن أي تغييرات مدتها في وقت سابق عبر البريد الإلكتروني. يوفر العالية الجودة بتكلفة تقريبية Early Head start الموقع الخدمات لبرنامج اسبوعيا لكل طفل.
<u>Staff:</u> Policy on how staff are made aware and acknowledge the ELV Service Plans/Head Start Performance Standards.	EARLY HEAD START FAMILIARITY All Early Head Start Staff will be required to meet with their ELV Specialist to review Early Head Start Service Plans, and to be familiar with Head Start Performance Standards. A mutually convenient time will be established between ELV Specialist, Teacher, and Director. FAMILIARIDAD CON EARLY HEAD START Todo el personal de Early Head Start tendrá que reunirse con su especialista en ELV para revisar los Planes de Servicio de Early Head Start y familiarizarse con las Normas de Desempeño de Head Start. Se establecerá un horario mutuamente conveniente entre el especialista de ELV, el maestro y el director إحاطة Early Head Start الاجتماع مع أخصائي البرنامج Early Head Start سيطلب من جميع موظفي ، وأن يكونوا على دراية بمعايير Early Head Start للمراجعة خطط خدمة برنامج سيتم تحديد وقت مناسب بين أخصائي برنامج مشروع التعلم Head Start. أداء المبكر، والمعلم، والمدير.
<u>Optional Staff AND Family:</u> Statement on why the program participates in program quality initiatives.	QUALITY OF PROGRAM We believe that quality is a goal to work towards every day. This is why we participate in Early Head Start as well as Colorado Shines. A variety of strict objectives and regulations related to providing a high quality, developmentally appropriate program must be met. These criteria include having a well-qualified and trained staff, low staff-child ratios and group sizes, and a comprehensive curriculum, as well as meeting stringent health and safety standards, all research based and proven to lead to better child and family outcomes. In addition, the program must provide meaningful opportunities for family involvement.

	CALIDAD DEL PROGRAMA Creemos que la calidad es un objetivo por el cual debemos trabajar todos los días. Es por eso que participamos en Early Head Start e igualmente como en Colorado Shines. Se debe cumplir con una variedad de objetivos y reglamentos estrictos relacionados con la provisión de un programa de alta calidad y apropiado para el desarrollo. Estos criterios incluyen tener un personal bien calificado y entrenado, proporciones bajas de personal a niños y tamaños de grupo, y un currículo integral, además de cumplir con estrictos estándares de salud y seguridad, todo basado en investigaciones y probado para conducir a mejores resultados para niños y familias. Además, el programa debe brindar oportunidades significativas para la participación familiar
	جودة البرنامج Early Head Start نعتقد أن الجودة هدف يجب العمل من أجله كل يوم. ولهذا السبب نشارك في Colorado Shines بالإضافة إلى Early Head Start حيث يجب تنفيذ مجموعة من الأهداف، والقواعد، واللوائح الصارمة المتعلقة لتوفير برنامج عالي الجودة، وملامح وتشمل المعايير وجود موظفين مُدرّبين ومؤهلين تأهيلاً جيداً، صغر حجم تنمويًا. المجاميع الدراسية من حيث الموظفين والأطفال، ومناهج دراسية شاملة، فضلاً عن استيفاء معايير الصحة والسلامة الصارمة، وجميع الأبحاث القائمة والمثبتة لتؤدي إلى ويجب أن يوفر البرنامج فرصاً تهدف إلى إشراك الأسرة. أفضل النتائج الطفل والأسرة.
	CONTINUOUS IMPROVEMENT PLAN We also have a continuous improvement plan, which is reviewed regularly to ensure we have a process which ensures that is systemically and intentionally improving services and practices and increasing positive outcomes for children and families. This is generally used by the director with the EHS specialist, but if you are interested in being involved in the Continuous Improvement Plan process, please speak to the ELV specialist or Director. This can be an opportunity to develop leadership skills and take ownership of a program area.
Optional Staff: Statement introducing staff to the CIP	PLAN DE MEJORAS CONTINUAS También tenemos un plan de mejoras continuas, que se revisa regularmente para asegurar que tengamos un proceso que garantice que Children's Center esté mejorando sistemática- e intencionalmente los servicios y las prácticas y aumentando los resultados positivos para los niños y las familias. Esto generalmente está usado por el director con el especialista de EHS, pero si está interesado en participar en el proceso del Plan de Mejoras Continuas, hable con el especialista de ELV o el director. Esta puede ser una oportunidad para desarrollar habilidades de liderazgo y tomar responsabilidad por un área del programa
	خطة التحسين المستمر لدينا أيضاً خطة تحسين مستمرة، تتم مراجعتها بانتظام من أجل ضمان وجود نهج يضمن أن اسم مقدم الخدمة يُحسن الخدمات والممارسات بشكل منهجي منسق ويزيد من النتائج الأطفال والأسر الإيجابية. ويُستخدم هذا بشكل عام من قبل المدير مع أخصائي قسم البيئة، والصحة، والسلامة، ولكن إذا كنت مهتماً بمشاركتك في عملية خطة التحسين المستمر، فيرجى التحدث إلى أخصائي أو مدير برنامج مشروع التعلم المبكر. ويمكن أن تكون هذه فرصتك من أجل تطوير مهارات القيادة وتولي ملكية مجال مخطط.
Staff: A policy to ensure they report, as appropriate, to ELV in order to	Reporting to Early Learning Ventures

report to the responsible HHS official immediately or as soon as practicable, related to any significant incidents affecting the health and safety of program participants, circumstances affecting the financial viability of the program, breaches of personally identifiable information, or program involvement in legal proceedings, any matter for which notification or a report to state, tribal, or local authorities is required by applicable law	As a partner of Early Learning Ventures, we are required to report the following types of occurrences to the assigned Child Care Partnership Specialist and the Early Learning Ventures management team via childcarepartnerships@earlylearningventures.org immediately (within 24 hours) in order for them to report to the Office of Head Start within seven (7) calendar days of the incident occurring: • Any reports regarding agency staff or volunteer compliance with federal, state, tribal, or local laws addressing child abuse and neglect or laws governing sex offenders. • Incidents that require classrooms or centers to be closed for any reason. • The agency has received an audit, audit review, investigation or inspection report from the agency's auditor, a state agency, or the cognizant federal audit agency containing a determination that the agency is at risk for ceasing to be in existence. • Any reportable child incidents which include child injuries that require medical treatment, inappropriate discipline, potential and known child abuse and maltreatment by program staff, contractors, consultants, or volunteers, lack of supervision while in care or under the supervision of program staff, and unauthorized release.
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Human Services Resources Management	1302.90-1302.94
<u>Staff:</u> Policy stating how program is implementing a staff health and wellness program.	STAFF WELLNESS PROGRAM Our goal for the staff wellness program is to make a positive difference in the lives of our staff and to help them enjoy happier, healthier lives. We support our staff participating in worksite wellness activities. Staff participation in wellness activities is voluntary. We will provide awareness and education by including worksite wellness information in new staff orientation, posting flyers on walls or bulletin boards, sending e-mail correspondence, and occasional events. Emotional wellness: We offer our EHS team access to teletherapy through Docs by Phone and partnerships with mental health consultants in morgan county. We also encourage our team members to be aware of what types of self-care works for them individually and may occasionally offer ideas or opportunities for group reflection. Physical wellness: We offer our EHS team access to telemedicine through Docs by Phone. We also encourage our team to exercise regularly and eat nutritiously and may occasionally offer events like a fitness activity or challenge or a healthy meal.
	PROGRAMA DE BIENESTAR DEL PERSONAL Nuestra meta para el programa de bienestar del personal es hacer una diferencia positiva en la vida de nuestro personal y ayudarlos a disfrutar de una vida más feliz y saludable. Apoyamos a nuestro personal que participa en actividades de bienestar en el lugar de trabajo. La participación del personal en las actividades de bienestar es voluntaria. Brindaremos conciencia y educación al incluir información sobre el bienestar en el lugar de trabajo en la orientación del personal nuevo, colocar folletos en las paredes o tableros de anuncios, enviar correspondencia por correo electrónico y eventos ocasionales. Bienestar emocional: Ofrecemos a nuestro equipo de EHS acceso a teleterapia a través de Docs y Pone y asociaciones con consultores de salud mental en __condado + nombre/información de contacto____. También alentamos a los miembros de nuestro equipo a ser conscientes de qué tipos de autocuidado funcionan para ellos individual y ocasionalmente pueden ofrecer ideas u oportunidades para la reflexión en grupos. Bienestar físico: Ofrecemos a nuestro equipo de EHS acceso a telemedicina a través de Docs y pone. También alentamos a nuestro equipo a hacer ejercicio regularmente y comer de manera nutritiva, y ocasionalmente podemos ofrecer eventos como una actividad física o un reto o una comida saludable

	برنامج صحة الموظفين الهدف من برنامج صحة الموظفين هو صنع فرق إيجابي ويساعد على الاستمتاع بحياة سعيدة وصحية. حيث ندعم الموظفين المشاركين في الأنشطة الصحية في مواقع العمل. وتكون مشاركة تطوعية. وسنوفر الوعي والتثقيف من خلال تضمين المعلومات الصحية في موقع العمل في توجيه الموظفين الجدد، ووضع النشرات على الجدران أو لوحات الإعلانات، ونرسل رسائل البريد الإلكتروني، والأحداث العرضية. الصحة العاطفية: نوفر لفريق قسم البيئة، والصحة، والسلامة وسيلة العلاج عن بعد من خلال مستندات بواسطة الهاتف والتشارك مع مستشاري الصحة العقلية في الدولة+ الاسم / معلومات جهة الاتصال. ونشجع أيضاً أعضاء الفريق على أن يكونوا مدركين أنواع الرعاية الذاتية المناسبة لهم بشكل فردي وقد يقدمون أفكاراً أو فرصاً للتفكير الجماعي في بعض الأحيان. نقدم فريق قسم البيئة، والصحة، والسلامة للتطبيق عن بعد من خلال الصحة البدنية: المستندات بواسطة الهاتف. كما نشجع الفريق على ممارسة الرياضة بانتظام وتناول طعام غذائي، وقد نقدم أحياناً أحداث مثل نشاطات اللياقة البدنية أو تحديات أو وجبات غذائية
Staff: Policy stating background check process for staff.	BACKGROUND CHECKS All staff are required to submit information regarding any personal criminal history and submit to a background check. Fingerprinting fees will be reimbursed upon presentation of a valid receipt. State law mandates these requirements. All employees will complete a comprehensive background check including: • State and federal criminal history check using the individual's name • State and federal criminal history check using the individual's fingerprints • Child abuse registry check (this may also be known as Trails or Central Registry) • Sex offender registry check • State-based Background Checks for all states where they have resided within the past five (5) years VERIFICACIONES DE ANTECEDENTES Todo el personal debe enviar información sobre cualquier historial criminal personal y someterse a una verificación de antecedentes. Las tarifas de toma de huellas dactilares se reembolsarán con la presentación de un recibo válido. La ley estatal exige estos requisitos. Al emplomes completará una verificación exhaustiva de antecedentes que incluye: • Verificación de antecedentes penales estatales y federales utilizando el nombre de la persona • Verificación de antecedentes penales estatales y federales utilizando las huellas digitales de la persona • Comprobación del registro de abuso infantil (esto también puede conocerse como Trails o Registro Central) • Verificación del registro de delincuencia sexual. • Verificaciones de antecedentes estatales para todos los estados en los que han residido en los últimos cinco (5) años فحوصات المعلومات الأساسية يُطلب من جميع الموظفين تقديم معلومات تتعلق بأي تاريخ جنائي شخصي وتقديمها للفحص. وسيتم سداد رسوم بصمة الإصبع عند تقديم مخالصة صحيحة حيث يقضي قانون الولاية بهذه المت سيتضمن إكمال فحص شامل للمعلومات الأساسية:

	• فحص التاريخ الجنائي الدولي والفيديري مستخدمًا الاسم • فحص التاريخ الجنائي الدولي والاتحادي مستخدمًا بصمات الأصابع • فحص سجل إساءة معاملة الأطفال (قد يُعرف هذا أيضًا باسم Trails أو السجل المركزي) • فحص سجل مرتكبي الجرائم الجنسية • فحص الولايات التي كنت تسكنها خلال الخمس (5) سنوات الماضية
<u>Staff:</u> Policy stating Early Head Start teachers must be EHS qualified with a CDA or specific coursework, and that Professional Development Plans must be established within 30 days, completed within a year and then updated yearly.	EDUCATION Teachers in Early Head Start classrooms must meet a minimum of a CDA credential for infants and toddlers or have the following four ECE classes, Introduction to Early Childhood Education, Guidance Strategies for Young Children, Infant and Toddler Theory and Practice, and Introduction to Infant and Toddler Lab Techniques PROFESSIONAL DEVELOPMENT If a teacher in an Early Head Start classroom does not meet the minimum education requirement, Professional Development Plans will be developed within 30 days of hire and completed within the year. They will also be updated yearly for teachers in EHS classrooms. Required Professional Development coursework will be at no cost to the teacher.
	EDUCACIÓN Los maestros en los salones de Early Head Start tienen que cumplir con un mínimo de una credencial CDA para bebés y niños pequeños o tener las siguientes cuatro clases de ECE; Introducción a la Educación de Primera Infancia, Estrategias de Orientación para Niños Pequeños, Teoría y Práctica para Bebés y Niños pequeños e Introducción a las Técnicas de Laboratorio para Bebés y Niños Pequeños DESARROLLO PROFESIONAL Si un maestro en un salón de clases de Early Head Start no cumple con el requisito mínimo de educación, se desarrollarán Planes de Desarrollo Profesional dentro de los 30 días luego a su contratación y se completarán dentro del año. También se actualizarán anualmente para los maestros en los salones de EHS. Los cursos de desarrollo profesional requeridos no tendrán costo para el maestro.
	التعليم يجب على المعلمين في فصول برنامج Early Head Start حصولهم على حد الاعتماد الأدنى من منظمة تطوير الطفل للرضع والأطفال الصغار أو الحصول على أربعة فصول في تعليم مرحلة الطفولة المبكرة ((ECE; مقدمة في برنامج تعليم مرحلة الطفولة المبكرة، واستراتيجيات التوجيه للأطفال الصغار، ونظرية وتطبيق الرضع والأطفال الصغار، ومقدمة في تقنيات مختبر الرضع والأطفال الصغار التطوير المهني Early Head Start ، إذا لم يستوف المعلم الحد الأدنى من متطلبات التعليم في فصل فستطور خطط التطوير المهني في غضون 30 يومًا من التوظيف وإكمالها خلال العام. كما ستحدث سنويًا لمعلمي فصول قسم البيئة، والصحة، والسلامة. وستكون الدورات المطلوبة بدون أي تكلفة على المعلم.

<u>Staff:</u> policy that Standards of Conduct apply to staff, consultants and volunteers; ensure they implement positive strategies to support children’s well-being and prevent and address challenging behavior; do not maltreat or endanger the health or safety of children; respect and promote the unique identity of each child and family and do not stereotype on any basis; require staff, consultants, contractors, and volunteers to comply with program confidentiality policies concerning personally identifying information about children, families, and other staff members; ensure no child is left alone or unsupervised; and include appropriate penalties for staff, consultants, and volunteers who violate the standards of conduct	STANDARDS OF CONDUCT All staff, consultants, contractors, and volunteers and anyone else in contact with children must abide by Children’s Center standards of conduct. Staff, consultants, contractors, and volunteers implement positive strategies to support children’s well-being and prevent and address challenging behavior; refer to the Classroom Management policy. Staff, consultants, contractors, and volunteers do not maltreat or endanger the health or safety of children. Anyone who comes in contact with children must not: • Use corporal punishment. • Use isolation to discipline a child. • Bind or tie a child to restrict movement or tape a child’s mouth. • Use or withhold food as a punishment or reward. • Use toilet learning/training methods that punish, demean, or humiliate a child. • Use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child. • 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. • Use physical activity or outdoor time as a punishment or reward. • Staff, consultants, contractors, and volunteers respect and promote the unique identity of each child and family and do not stereotype on any basis, including gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition. Refer to policies around Home Language and Approach to Individual Plans. Staff, consultants, contractors, and volunteers must maintain confidentiality and shall respect the children, families, centers, and Family Child Homes right to privacy, refraining from disclosure of confidential written and verbal information and intrusion. This includes but is not limited to Personally identifiable information (PII) – any information that could identify a specific individual, including but not limited to a child’s name, name of a child’s family member,
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	street address of the child, social security number, or other information that is linked or linkable to the child. No child may be left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care. Failure to follow these Standards of Conduct may lead to disciplinary action up to and including termination of employment / contract / volunteer position. Training will be conducted annually on the Standards of Conduct, and within thirty days of hire for new staff members.
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