

UNITED COMMUNITY ACTION PROGRAM HEAD START/EARLY HEAD START FAMILY HANDBOOK

Family Revised 08/2020

NOTE: Some items are referred to our COVID-19 Family Handbook.



Center

Address

Phone

Like us on Facebook

Website: www.ucapinc.org

Our Philosophy

United Community Action, Inc. Head Start's philosophy is based on the premise that the family is the principal influence on their child's physical, emotional, intellectual, and social development.

Our staff supports a system of support, communication, and resources for children and families based on the individual needs of each child and family, respectful and sensitive to their culture, race, and traditions.

***This handbook is designed for our families with information about our services.
Keep it as a reference to use throughout the year.***

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WELCOME

United CAP Head Start /Early Head Start Early Childhood Program

A little Bit about United Community Action Program (UCAP)

Administrators:

Johnny Bryant, UCAP Director

Kim Rice, UCAP Head Start/Early Head Start Director

UCAP, Inc. Central Office

501 6th Street, Pawnee, OK. 74058

(918) 762-2561

Visit the Parent Page on our website at www.ucapinc.org.

Watch for our annual mid-year UCAP Parent Survey located on Survey Monkey

UCAP operates 16 Head Start and 14 Early Head Start programs in (9) nine counties.

UCAP Head Start Center locations:

Beggs, Blackwell, Bristow, Cleveland, Cushing, Guthrie, Henryetta, Hominy, Okmulgee, Pawhuska, Pawnee, Perry, Ponca City, Sapulpa, and Stillwater.

UCAP Early Head Start Center locations:

Blackwell, Bristow, Cleveland, Guthrie, Henryetta, Hominy, Okmulgee, Pawhuska, Pawnee, Perry, Ponca City, Sand Springs, Sapulpa, and Stillwater.

Head Start Schedule

The Head Start annual schedule will be available for you to view from your center staff. During severe weather, we follow the same schedule as the public school.

Early Head Start Schedule

The Early Head Start Centers continue throughout the year observing some holidays and vacation/Training times. See your local center for more details. During severe weather, we follow the same schedule as the public school.



ATTENDANCE & TIMELINESS

ATTENDANCE

Regular attendance at school is vital to help children achieve and get the best possible start in life. Regular attendance help children form relationships with teachers and peers, along with consistent learning experiences that build on each other from day to day. We ask that you make every attempt for your child to maintain 100% attendance during the program year. If you know your child will be absent or late **contact the center as early as possible.** If your child is

unexpectedly absent, we will contact parent/guardian within one hour of class time to ensure the well-being of the child.

If a child has not maintained 85% attendance for two consecutive months, they may be dropped from the program (unless under special permission due to illness, family illness, etc.).

TARDINESS

Arriving on time ensures your child's day will be full of activities to enrich his/her development. Have your child arrive on time, if you are going to be late, contact the center before the start time.

After three occurrences of being 45 minutes late or more, staff will meet with you to discuss this concern.

LATE PICK-UP

It is important to pick up your child on time at the end of the day. If you know you are going to be late contact the center staff.

If you have not picked up your child:


>after fifteen minutes, your emergency contacts will be called;

>after 30 minutes, and we do not have a resolution, center staff will contact local law enforcement and request a welfare check on parent/guardian;

> after one hour, staff will transport child to local police station and wait with the child until parent/guardian or someone from the child's pick up list or DHS arrives to take custody of the child.

HANDLING PARENT'S CONCERNS

We first encourage parents to discuss any concerns or comments with your child's teacher during non-classroom time. Communication may be in person, through telephone calls, or in writing. If you have concerns not addressed by your child's teacher, please discuss them with the Center Director. If you feel you need additional assistance, contact the center's Area Supervisor or the UCAP Head Start/ Early Head Start Director.

 ***No in person meetings***

CHILD ABUSE AND NEGLECT PREVENTION/REPORTING

We are a reporting agency

Orientation Process for Parent/Guardian

Each parent/guardian enrolling a child in UCAP HS/EHS is given a copy of the Child Abuse & Neglect Prevention & Reporting Plan at Intake. Plan will be reviewed orally with parent/guardian prior to actual enrollment. A statement of understanding of this plan will be signed off by parent.



Safety Policy for Picking up child while under the Influence of Drugs/Alcohol

UCAP has the safety of each child in our program to consider; therefore, staff will use the following guidance to protect the child. If designated pickup person arrives to pick up the child and shows signs of being under the influence, staff will:

- Offer to call someone else to pick them up
- If they refuse, staff will try and stall the departure and local police will be notified.
- If it's not the parent/guardian, just a designated pick up person, notify parent
 - a) Parent can speak with the person
 - b) Parent can tell staff to not release the child to this person
- Staff cannot keep the person from leaving with the child if they are a designated pick up person.
- Staff will report this as Child Abuse if person leaves with the child.

Tobacco Free & No Smoking Policy

UCAP provides a tobacco free environment. In accordance with provisions of Public Law 103-227, Part C; after the date of enactment of the No Child Left Behind Act of 2001. No tobacco use of any kind including E-cigarettes is allowed within any UCAP Head Start or Early Head Start facilities or grounds.

In further regard to issuance covering this subject, smoking will not be permitted in view of children, nor on any agency vehicle including all buses and vans used to transport children. This policy extends to off-site events sponsored by UCAP Head Start/Early Head Start.

If any family member is interested in Smoking Cessation, our Family Support staff can provide resources if requested.

ZERO TOLERANCE FOR INAPPROPRIATE OR VIOLENCE BEHAVIOR POLICY

The UCAP Head Start and Early Head Start believe that everyone has a right to a safe and comfortable environment.

Our program will not tolerate behavior which may be deemed threatening to children, parents, or staff members whether in our center, on our property or by phone.

All Head Start staff are mandatory Child Abuse Reporters. Any threats, verbal or physical abuse, foul or obscene language aimed at your own child, another child, parent or staff will not be tolerated.

If staff or parents exhibit such behavior they will be asked to leave the facility, classroom or event and may return when they are able to discuss or handle things in a calm manner.

If the violence continues after being asked to leave, the proper authorities will be called.

UNACCEPTABLE BEHAVIOR:

- **FOUL OR OBSCENE LANGUAGE**
- Swearing
- Cursing
- Sexual/racial slurs or innuendoes

- o Inappropriate name calling
 - o **VERBAL ABUSE**
 - o Yelling/screaming
 - o Belittling or threatening
 - o Inappropriate name calling
 - o **PHYSICAL ABUSE**
 - o Hitting/pinching
 - o Kicking
 - o Pushing/Shoving
 - o Grabbing or touching another person
- o inappropriately without their consent
 - o **VIOLENT/VERBAL/PHYSICAL THREATS**
 - o Threatening physical harm, hurt or kill someone
 - o Threatening to use weapons
 - o Threatening to use physical force as a means of controlling the situation

Unacceptable behavior may result in loss of employment for staff and loss of rights to participate in Head Start events or enter the building.



EDUCATIONAL SERVICES

EARLY CHILDHOOD DEVELOPMENT & SCHOOL READINESS

Head Start leads the early childhood field with a strong, clear, and comprehensive focus on healthy child development. This includes physical, cognitive, social and emotional development, all of which are essential to children getting ready for school.

United's school readiness goals set expectations of children's status and progress in a full range of development domains, as part of Head Start reform regulation (Head Start Performance Standards).

The guiding principle is that children learn best by exploring a rich environment and interacting with adults who understand their cycle of development and who can help them use their abilities at their level of thought and problem solving.

The Education component of United CAP Head Start/Early Head Start plans to:

- provide a climate which encourages experimentation and exploration, self-initiated activity, decision-making and problem solving.
- foster sensory awareness, concept formation, improved motor skills, and the development of language, literacy, and numeric skill.
- use various approaches to teaching.
- use Conscious Discipline in integrating classroom management and social-emotional learning.
- Utilize the COR Advantage online assessment and planning tool to plan developmentally appropriate experiences to help children succeed.



Home Visits/Parent Teacher Conference

The Head Start/Early Head Start Teacher will make home visits during the school term to develop a relationship with the family and to enhance the knowledge and understanding of both staff and parents of the child's education and developmental progress and activities in the program. In addition, parents will have this time with the staff to discuss their concerns and/or ideas regarding their child's development.

Parent Teacher Conferences are held two times a school term. In the fall, the purpose is to discuss screenings, identify your child's strengths, and develop a plan to work on the areas ready to be developed by your child. Spring conferences are to review your child's development progress and to plan next steps.


 *No in person meetings*

BILINGUAL/LITERACY EDUCATION

This is another goal of United CAP Head Start/Early Head Start, which will seek out available instruction and/or resources for families with language or literacy needs. These resources may include community members and/or agencies providing continuing education, which may lead toward self-enrichment and foster an environment in which children can develop to their full potential. We recognize bilingualism and biliteracy as strengths and implement teaching practices that support children's development.

TRANSITION SERVICES

Young children from birth through age eight learn best when they feel secure and know they can trust the adults caring for them. Transitions are easier when children have fewer changes to deal with and when they have time to get used to something ahead of time, like going to a new building. It is important for staff to learn about individual interest, temperaments, strengths, and experiences so they can choose the best way to help each child. Transitional activities are developed and arranged to acquaint parents and child to their next learning environment. In Early Head Start when a child becomes 30 months old the staff will begin to acquaint parents with placement options and available resources enabling them to make an informed decision. Then staff will help the parent(s) set goals for opportunities to become familiar with the new personnel, policies and activities of the next placement before the child starts attending. In Head Start, transition into kindergarten is planned during the last half of the school year (January-May). Some examples of transitional activities are; field trips to the public school, school representative at a parent meeting to discuss the kindergarten program, and activities in the Head Start classroom to familiarize children with Kindergarten.

 *No in person meetings*

BEHAVIOR AND GUIDANCE POLICY

At no time will any person subject a child to physical or emotional punishment, verbal abuse,

humiliation, or threats of same while on the premises of a United Cap child care facility, or while being transported in a UCAP vehicle.

Program staff is trained to recognize the stages of cognitive, social and emotional development of children. Behavior and guidance is an on-going process. Methods are determined by the child's understanding and stage of development.

All children in group-settings occasionally present instances of unacceptable behavior.

Teachers are trained and expected to handle these events when they arise, as a part of normal classroom management. In the rare instances where an inappropriate behavior persists and constitutes a hazard in terms of safety to either the child or others, or which will damage the child's future social success, the parent/family will be consulted and involved in all aspects of resolving the issue.

The guidance process will generally proceed in the following sequence:

- a) Teachers will use methods of natural and logical consequences, redirection, limits, distraction, reasoning, labeling of feelings, telling the child "what to do" instead of "what not to do", and the utilization of the safe space.
- b) The teachers meet with Site Director, Teacher Coach, and Mental Health Consultant to develop strategies to help the child be more successful in the classroom.
- c) The parent/family will be asked for suggestions for dealing with behavior in question and kept informed of child's progress. Family and classroom will be encouraged to work as a team in this effort. Consistency of guidance strategies between home and the center will be most effective.
- d) If the undesired behavior persists, the Content Area Manager will observe the child's activities. Consultation will take place between the teacher, parents/family, the Site Manager, and this individual.
- e) Further consultation including a professional observation by an appropriate licensed/certified individual will occur if all previous procedures are not successful in aiding the child to present appropriate behaviors.

When a child displays violence against themselves or others, and is unable to be calmed, the teachers must take immediate steps to protect the child and the other children. The teacher may also need to take measures to protect him or herself. Crisis intervention may include escorting the child to a safe area with gentle, firm physical direction or in rare instances, physical control may be necessary to protect the child as well as others. Containing a child is considered to be an emergency procedure. When a trained staff member controls a child's movement, there is no danger to the child or the staff person. This procedure will allow the child to understand that the behavior must be stopped and allow him/her to regain control of himself/herself. This procedure will be used only as a last resort. Parents may want the staff to demonstrate how this is to be done. Remember this is only utilized in extreme situations. Should the situation arise, it will be documented, on an Incident/Accident Report form and shared with the parent during a meeting with staff. Scheduling a crisis meeting place between staff, parents and the mental health professional may also be necessary. (🌸 *No in person meetings*)

EXPULSION POLICY

In keeping with United CAP's organizational value of inclusiveness and service to families, we will not exclude a child from program participation unless that child demonstrates an inability to benefit from the services offered and/or the child's presence is harmful to the group. When instances such as this arise, we will work with the child, family, and mental health providers to locate alternative services. No child will be excluded from program participation on the basis of health care, mental health, and/or disability needs alone. When it is feasible for the program we will accommodate needs of this nature unless doing so would alter the fundamental organization of the program and without posing a significant health or safety risk to the children or staff in contact with them.

Child actions that may require exclusion may include the following:

- Failure of a child to adjust to group care after a reasonable amount of time and multiple attempts using different strategies.
- Uncontrollable tantrums/angry outbursts that results in the inability to keep child and/or other children safe.
- Ongoing physical/verbal abuse to other children and/or staff that does not respond to appropriate intervention (redirection, shadowing, etc.).

Parental actions that may require exclusion of the child include the following:

- Failure to comply with program expectations to follow through with necessary services arranged by program.
- Verbal/physical abuse of the staff by parent.

PROCEDURE

United Community Action Program, Inc. does not take the decision to exclude a child from our program lightly. In such situations where it is obvious there is a need for exclusion to be explored, the following protocol derived from Federal Performance Standards and best practice is followed:

1. When behavior is determined to be a potential risk to other children, staff, or the child exhibiting behavior, the child's teacher will be in direct contact with the parents. This includes holding a meeting with the parents, with the support of the Center Director, Education Coach, and Mental Health Professional (Mental Health Manager can stand in the MHP's place), to develop a behavior modification plan. Parents will be directly involved with the process, with the expectation of continuing the plan at home.
2. With the guidance of the Education Coach and MHP, the teaching staff will work on implementing positive discipline methods with Conscious Discipline as the guide. The teaching staff will evaluate the child's outcomes and modify the behavior plan as need arises, and communication with parents on the child's progress.

We will try and prevent exclusion at all costs. If remedial actions are not successful, the child's parents will be made aware verbally and in writing about the child and/or parent behavior warranting exclusion and the following steps will occur:

- Parents will be informed both verbally and in writing about the length of expulsion.
- Parents will be informed about the expected changes required of child to re-enter. This includes parents expected follow through with necessary services for child.
- Any failure of parent to comply with terms of behavior modification plan.
- Only when all above mentioned steps and interventions have failed, will the child be removed from the class list and transferred out of Early/Head Start.
- At this point Head Start/Early Head Start staff will assist parents in finding alternative care for child to the fullest extent possible.

 **No in person meetings**

BITING

When the skin is broken

Immediate first aid will be rendered to care for bite. If your child bites or is bitten, you will be notified. Staff will explain why we recommend that your child be seen by a doctor. If a child continues to bite others, staff will consult with parents to try and resolve this issue.

DISABILITIES

10% of enrollment opportunities are reserved for children with disabilities. If your infant/toddler has a disability, your local Soonerstart team must provide services. The Public School will become the responsible agency to assure services of your child 3 -5 years old. Head Start/Early Head Start will work closely with you, the parent(s), Sooner Start and/or the public school district and other professionals/agencies in order to provide the most appropriate experience possible. Children with disabilities are included into the daily routine of each Head Start and Early Head Start classroom to the maximum extent that is appropriate for each child. If your child qualifies as having a disability, you will be part of a team of people who will determine the best services for your child. Please be sure to take an active role in determining this program as well as implementing it. Your input, expertise, and knowledge about your child are the most valuable resources available to us.



FAMILY SERVICES

Total family involvement is strongly encouraged by Head Start. Positive parent–child interaction provides the foundation for children’s learning. The level of involvement achieved by the family depends on their interests, concerns, and family goals.

Each family will be assigned a Family Support Advocate (FSA). The FSA will partner with parents and schedule face to face visits to help you assess a family’s strengths and needs and establish goals aimed at improving the conditions and quality of family life. In addition, these visits will also include the status of your child’s health services. The FSA also serves the family by linking them to needed resources and advocating for timely delivery of services. United CAP Head Start is prepared to assist with educational training, family support services and/or any services needed to assist the family in achieving their goals.

 *No in person meetings*)

FAMILY ENGAGEMENT *No in person meetings*)

United promotes a variety of ways to engage parents in our program to build strong, positive, goal-oriented relationships.

We are also committed to the role of fostering the positive involvement of fathers with their children. Throughout the year activities to encourage male involvement will take place at the center. **However, fathers are welcome to participate every day.**

We encourage you to experience every aspect of what we have to offer by being a part of the action.

Listed are a few of the ways you can join in:

- Be a policy maker by becoming a representative on the Policy Council Board*
- Be a member of the Parent Center Committee to participate in program policies, engage with other parents and be involved with community issues.
- Participate in on-going Parent Curriculum sessions to gain additional knowledge in parenting skills to promote your child's learning and development.
- Volunteer in your child's class as an extra aide and get a close-up on the real action in what it takes to help make a difference in a young child's day.
- Be an active participant with fundraisers, office assistant, special events, beautification of center, recruiting and other assistance as needed. There is always something to do.
- Share your special skill/talent (such as come play your instrument and serenade the class).
- Be a representative on UCAP's Health Advisory Committee.
- Learn to be an advocate for your child and learn what you can do to support your child as he/she transitions from this program.

CHILD CUSTODY POLICY

When a court designates custody of a child, or if a court restrains contact with a child, a **CERTIFIED COPY OF THE COURT ORDER MUST BE ON FILE IN THE CHILD'S FOLDER** to be followed. United CAP Head Start and Early Head Start centers cannot restrict either parent's access to the child unless the order is on file. Again, a **CERTIFIED COPY** of the court order must be on file in the Head Start/EHS Center's office.

If divorced parents have joint custody of their child, United CAP Head Start and Early Head Start centers will release the child to either parent without regard to whether the particular parent is to have custody of the child on that day.



HEALTH & MENTAL HEALTH INFORMATION

Immunizations

Prior to enrollment or attendance in Head Start/Early Head Start each child's parent/guardian must provide documentation that immunization procedures are completed or are in process. In process status is allowed because of the allotted time that must pass before completion of an immunization series. After the prescribed time has expired, if the child has not received the necessary immunization, that child is considered "out of compliance".

The CDC (Centers for Disease Control Prevention), has a recommended Immunization Schedule. Please ask your Center's FSA for a copy or log on to

<http://www.cdc.gov/vaccines/parents/downloads>. Also, the FSA can pull up and print, your child's Immunization Record and Status from the OSIS website – Oklahoma State Immunization Information System.

Health Assessments

A child learns most when feeling his/her best, and when teachers set learning goals based on the child's individual developmental level.

Children will receive these health assessments prior to, or shortly after they begin attending: Hearing, vision, blood pressure, height and weight and development (ASQs).

All children are required to have a well-child exam, dental exam and Lead screening. EHS children will follow the EPSDT Guidelines.

Medication Policy

Head Start/EHS will not routinely administer medication to children except when the medication policy has been implemented and authorization forms completed.

CSM, FSA, or trained staff member will administer medication. Parents must give the first dose of any medication at home, so that they can observe whether the child has any type of reaction. Parents need to give any scheduled doses at home that can be taken before or after school hours.

GUIDELINES FOR ADMINISTRATION OF PRESCRIPTION MEDICATION & OVER THE COUNTER MEDICATION WILL BE PROVIDED TO YOU BY THE CENTER STAFF.

Sunscreen Protocol

- Parent/Guardian must bring sunscreen/block in its original container to center and complete permission form. (Make sure sunscreen/block has not expired).
- Parent/Guardian must apply the first initial application of sunscreen and wait 15 minutes to check for reaction. This is done before staff is allowed to ever apply to the child themselves.
- Staff will make sure child's first & last name is labeled on the container. Then put into a freezer bag.

Jewelry Protocol for Early Head Start Children

All jewelry will be removed prior to children sleeping or resting. Jewelry will be placed in a labeled container. When child is awake jewelry will be put back on child.

Safe Sleep Policy for Early Head Start Children

To reduce the risk of Sudden Death (SIDS), Sudden Unexpected Infant Death (SUID), and the spread of contagious diseases:

1. Infants will always be put to sleep on their backs.
2. Infants will be placed on a firm mattress, with a fitted crib sheet, in a crib that meets Consumer Product Safety Commission safety standards.
3. No toys, stuffed animals, soft objects, bumper pads, pillows, blankets, positioning devices or extra bedding will be in the crib or draped over the side of the crib.
4. All jewelry will be removed prior to infant sleeping.
5. Sleeping areas will be ventilated and at a comfortable temperature for a lightly clothed adult. Infants will not be dressed in more than one extra layer than the adult.
6. If additional warmth is needed, a sleep sack may be used.
7. The infants head will remain uncovered for sleep. Bibs and hoods will be removed.
8. Sleeping infants will be actively observed by sight and sound.
9. Infants will not be allowed to sleep on a couch, chair cushion, bed, and pillow or in a car seat, swing or bouncy chair. If infant falls asleep in any place other than crib, the infant will be moved to a crib immediately.
10. An infant who arrives asleep in a car seat will be moved to a crib.
11. Infants will never share cribs and cribs will be placed 3 feet apart.
12. Infants may be offered a pacifier for sleep if parent provides pacifier.
13. Pacifiers will not be attached by a string to the infant's clothing and will not be reinserted if they fall out after infant is asleep.
14. When able to roll back and forth from back to front, infant will be put to sleep on his back and allowed to assume a preferred sleeping position.
15. In a rare case of a medical condition requiring a sleep position other than on the back, the parent must provide a signed waiver from the infant's Physician. An individual Care Plan (ICP) will be created addressing prescribed sleep position.
16. Our Early Head Start Program is a smoke-free environment.
17. Our Early Head Start program supports and encourages breastfeeding.
18. Awake infants will have supervised "Tummy Time".

When Your Child Is Too Sick To Attend

 *In addition, see COVID-19 Family Handbook*

Most children with mild illnesses can safely attend Head Start/Early Head Start. A child may be too sick to attend if:

The child does not feel well enough to participate comfortably in the program's



activities.

The staff cannot adequately care for the sick child without compromising the care of the other children.

The child has any of the following symptoms or their illness is contagious.

Fever: (above 100) and accompanied by behavior change and other signs or symptoms of illness, (never take temperature orally or rectally). Must be fever free without medication for 24 hours prior to returning to school.

Diarrhea: Changes from a child's usual stool pattern, increased frequency of stools, looser – watery stools, or child can't get to the bathroom in time. Must be diarrhea free for 24 hours, from time of last stool.

Vomiting: Child will need to go home if he vomits more than once. Must be vomiting free for 24 hours, from time of last episode.

Rash: We cannot diagnose, must have doctor's release to attend school.

The child has any of the following diagnosis from a health provider (until treated and/or no longer contagious):

Pink Eye (infectious conjunctivitis): with eye discharge, until 24 hours after treatment is started.

Head Lice, scabies or other infestation: until 24 hours after treatment and free of bugs & nits.

Impetigo: until 24 hours after treatment is started.

Strep throat, scarlet fever: until 24 hours after treatment is started.

Pertussis: until 5 days after treatment is started.

Tuberculosis (TB): until health care provider determines that the disease is not contagious.

Chicken Pox: until 6 days after start of rash or all sores have crusted over.

Mumps: until 9 days after start of symptoms (swelling of cheeks).

Measles: until 6 days after start of rash.

Rubella (German measles): until 6 days after start of rash.

Hepatitis A: until 7 days after start of symptoms (jaundice).

Oral Herpes: (if child is drooling or lesions cannot be covered) until lesions heal.

Shingles: (if lesions cannot be covered) until lesions are dry.

Adapted from: Caring for our Children, American Academy of Pediatrics & American Public Health Association, & Good Health Handbook. UCAP 2008.

In addition, any communicable disease or condition diagnosed from a health provider: Scabies, Head lice – until free of nits, Chicken pox, Strep throat, Measles, Impetigo, Pertussis, Tuberculosis (TB), Mumps, Hepatitis A, Rubella, Conjunctivitis/pink eye. The child should stay home until treated and/or no longer contagious.

Mental Health Component

Building self-esteem among children, parents and staff is the cornerstone for wellness in human relations and development programs like United CAP Head Start/ Early Head Start. It is the agency's mission to be a reliable and trustworthy source of prevention, intervention, and treatment services for all individuals associated with the program. The position adopted by this agency is to establish an atmosphere and practice which encourages Head Start/Early Head Start staff and families to feel comfortable asking for and receiving assistance. Expect a service approach, which is sensitive, timely and confidential.

A Mental Health Consultant will be at your center at scheduled times during the month and available to assist you as needed. Please see your child's teacher for further details.



NUTRITION MEALS

United CAP Head Start provides Child and Adult Care Food Program (CACFP) regulated meals by preparing them on-site or contracting with a local CACFP provider. Children will be served a nutritious breakfast, lunch and possibly afternoon snack, depending on length of the school day and program (e.g. double sessions, part day or full day).

Children, staff and one volunteer per classroom eat free of charge. Mealtime is an opportunity for socializing, nutrition education, self-help activities, manners, etc.

Several times during the year your child will have their height and weight assessed. If there are any concerns, we will provide an opportunity for you to visit with our dietician.

PEANUT/NUT FREE SCHOOL

UCAP centers are “Nut Free” zones for those children with allergies; referring to all types of nuts such as peanuts, tree nuts and they will not be allowed in our facilities.

Nut allergies can be life threatening. It takes only the slightest smell, touch or ingestion of a nut product to cause a potential anaphylactic reaction. Please make sure if you or your child has come in contact with a nut product that your hands and mouth have been washed before entering the center.

CELEBRATIONS/SPECIAL DAYS

Once per month birthday cake is provided for all children who have a birthday during that month. Special meals that include dessert are provided during holidays.

In accordance with our continuing efforts to provide nutritious meals, we ask parents not to bring high fat, high sugar or high salty snacks to the center.

A list of acceptable snacks for special days:

- Vegetables/vegetable tray
- Fruit/ fruit trays/fruit cups
- Soft granola bars
- Cereal bars
- Cheese & Crackers
- Snack crackers (no peanut butter)
- Low fat or fat free chips
- Yogurt
- Juice

Unacceptable snacks:

- Soda/pop
- Pies
- Cakes
- Cookies

As an alternative to providing snacks, feel free to bring decorations or plan special activities for holidays and special occasions.

SAFETY

United CAP Head Start/EHS has a plan in place for ensuring that the children have a safe and healthy environment at the center. Each center has a designated entrance door to be used by parents, employees, and visitors. There are drop-off and pick-up procedures to be followed.

Only people you have designated in writing are allowed to pick up your child(ren). Please remember, if United CAP Head Start employees ask for identification, it is for the safety and welfare of the child. Please notify family and friends listed on your child's emergency contact of this policy.

If a **TORNADO WARNING** is issued for the immediate area, all children, and teachers will relocate to the designated tornado area. In case of a tornado, specific procedures are provided for teachers and children. Parents should **not** rush to the Center to take their child home. Children will be protected and the weather might be too severe to be on the road. Appropriate tornado escape plans are posted in each classroom and other designated areas.

"Safety" drills to prepare for fire or tornado are conducted monthly with specific procedures for teachers and children to follow in case of emergency. Appropriate fire escape or safety plans are posted in each classroom and other designated areas.

FIRST AID TRAINING

All teaching staff are required to obtain First Aid training and CPR certification annually. This training will also be available to staff and parents at various times during the school term.

WHAT TO BRING & WHAT NOT TO BRING

Send your child with:

- Dressed in play clothes! Comfortable and washable for the fun and messy activities done each day.
- At least one set of labeled, extra clothing to be used in the event of an accident.
- Jacket/coat, hat and gloves when weather is cold. We will go outside on clear days.
- Optional: Favorite blanket (**see Covid -19 handbook**)
- Optional: Back pack (**see Covid -19 handbook**)

Do not send:

- Bottles & Sippy cups
- Pillows
- Any toys from home unless requested by the teacher for an activity
- Snack or food unless approved by the Center Site Manager in advanced

DHS LICENSING COMPLIANCE FILE

Parents, staff, and others will have access to the compliance file kept in a notebook in the center parent room, reception area, or common room. The file will contain the most recent Child Care Licensing Monitoring Report, and any Child Care Licensing Documents if issued within the last 120 days – Child Care Licensing Monitoring Reports and Licensing Correspondence, Notice to Comply, Licensing Complaints, and Child Welfare Investigative Summary Notification to Child Care Licensing Services as stated in the Licensing Requirement for Child Care Centers.