



FAMILY Handbook 2025-2026

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Contact Information & Hours of Operation

Blackwell HS/EHS
624 W. Lincoln,
Blackwell, OK 74631
(580)-363-5566
8am-2:30pm

Henryetta EHS/HS
100 W. Clegern,
Henryetta, OK 74437
(918)-652-8092
8am-2:30pm

Ponca City Head Start
407 S. Ash,
Ponca City, OK 74601
(580)-765-1173
8am-2:30pm

Bristow HS/EHS
715 Country Club Dr.
Bristow, OK 74010
(918)-367-9662
8am-2:30pm

Hominy HS/EHS
1120 S. SheShe,
Hominy, OK 74035
(918)-885-4422
7:30am-2:pm

Ponca City EHS
427 S. Ash,
Ponca City, OK 74601
(580)-762-7522
8am-2:30pm

Cleveland EHS
910 W. Cherokee
Cleveland OK 74020
(918)-358-3121
8am-2:30pm

Okmulgee HS/EHS
4300 N. Wood Drive,
Okmulgee, OK 74447
(918)-756-1561
8am-2:30pm

Sapulpa Head Start
404 S. Walnut,
Sapulpa, OK 74067
(918)-224-1083
8am-2:30pm

Cleveland HS
900 W. Delaware,
Cleveland, Ok 74020
(918) 358-5304
8am-2:30pm

Pawhuska EHS
1923 McKenzie,
Pawhuska, OK 74056
(918)-287-1133
7:30am-2pm

Sapulpa EHS
1500 N. Hickory,
Sapulpa, OK 74067
(918)-224-1094
8am-2:30pm

Cushing HS
223 S. Wilson
Cushing, OK 74023
(918)-225-0909
7:30am-2pm

Pawhuska HS
1425 Lynn Ave.
Pawhuska, OK 74056
(918)-287-1611
7:30am-2pm

Stillwater Early Head Start
1202 S. West Street,
Stillwater, OK 74074
(405)-377-1519
7:30am-2pm

Drumright HS/EHS
301 E. Stiner Street
Drumright, Ok 74030
(918)729-0903
8am-2:30pm

Pawnee EHS/HS
1101 N. Sewell,
Pawnee OK 74058
(918)-762-3474
8am-2:30pm

Stillwater 0-5 HS/EHS
1601 S. Main,
Stillwater, OK 74074
(405)-385-0188
7:30am-2pm

Guthrie EHS/HS
2700 S. Division
Guthrie, OK 73044
(405)-282-1257
8am-2:30pm

Perry EHS/HS
1201 N. 4th
Perry, OK 73077
(580)-336-4373
8am-2:30pm



We are excited to have you join us! We look forward to working with your family to create a great experience together.

- Our Mission: United CAP Head Start exists to empower generations of children and families through relationships, high-quality early childhood services and connections with community resources.
- Our Vision is to provide a dynamic and inclusive environment that inspires children and families from diverse backgrounds and cultures, to promote a love of learning and to respect and protect healthy, meaningful relationships.

Proven Leader in early childhood education

- Degreed and certified high-quality teaching staff supported by experienced Instructional Coaches
- Above the competitive threshold for National CLASS quality assessment
- Parent driven program

Welcome

to United CAP

Your Commitment to Success

United CAP spends up to \$16,000 on each child in our program annually, and none of that cost is passed on to you. We ask that you be an active participant in exchange for our services through the following:

- Bring your child to school every day, on time, unless they are sick
- Take part in Home visits, Family Visits, and Parent Conferences
- Attend at least three of the Parent Committee meetings during the school year
- Support what your child is learning at school by completing the activities within the School Readiness Packets and return them each month for In-Kind.
- Volunteer to assist in your child's classroom or with other school activities which helps with In-Kind.
- Take part in school activities like celebrations, family engagement events, and literacy events
- Keep your contact information up-to-date and review it regularly so you can be reached in case of an emergency and to receive updates
- Keep your emergency contacts and release authorizations up to date
- Keep your child's immunizations and well-child checkups current and on-file with us
- Establish a medical home (doctor or clinic)
- Complete provided social emotional developmental assessments at every milestone (ASQ)
- Participate in the Family Partnership Process to assess your family's needs, set goals, and to connect to resources

Agency overview

United CAP's Commitment to People

United CAP is committed to building a welcoming space for all children and families we serve. We embrace all perspectives and accept the full range of humanity. We understand that our community is a blend of unique individuals, and we value the worth of every human being. At United CAP Head Start, we draw strength from our differences and promote an individualized environment in which everyone belongs.

Family Engagement



To support family well-being and promote children's learning and development, we build relationships with families and design services that encourages trust and respectful communication. At United CAP, Family Engagement includes the parent and child learning together and is a shared responsibility between staff and families. This partnership will help you make progress towards the goals you have for your family's life.

Family Support

- Each school has a Family Support Advocate available.
- FSA's provide individualized support and can link you to advocacy, parenting, and other community resources your family may need.
- Your FSA will work with you to create a Family Partnership Agreement to identify growth opportunities and help you set goals
- Your FSA is your best resource if you experience a crisis or need help connecting with resources
- FSA's will have scheduled visits with families during the year

In-Kind is vital to your child's experience. We are a federally funded program and in-kind matching is needed in order to keep servicing families. We have to have you to earn in-kind for our program by volunteering or doing activities with your child at home. Ask staff about other ways to earn in-kind.

Get Involved

Studies show that the earlier you are involved in your child's education, the more successful they will be in school now and in the future. You are encouraged to join us in the following opportunities:

Volunteering

United CAP wants to include families in all areas of the program. Parent and Family volunteers are always welcome to help with activities in and out of the classroom. Talk to your child's school to learn more. We encourage involvement by reading stories, attending parent meetings or events, and serving on committees. If you are volunteering, you must have a short volunteer orientation before the first time.

Male Engagement

We encourage fathers and important male figures to be an active part of their child's life. Our program implements specific strategies for male engagement which include activities. Dates and times are posted.

Parent Committee

These committees are established at each location and are comprised exclusively of parents of currently enrolled children. Each local committee will decide how often and when to meet, learn about what is going on at the school, interact with staff, get to know other parents, as well as make decisions for their child's school.

Policy Council

The purpose of Policy Council is to encourage successful parent and community involvement concerning program design and implementation. It provides a formal structure where parents and community representatives can give input regarding the nature and operations of Head Start and Early Head Start programs. Each school Parent Committee

elects at least one representative to serve on the council. Representatives meet monthly to share ideas for program improvements and vote on decisions for policies and budgets. Representatives can serve as officers on the council.

Parent Education Events

At each school, Family Support Advocates and guest speakers facilitate events and provide resources which cover many topics that have been determined by parent feedback and interest. Dates and times will be posted at your child's school.

Parent Curriculum

Parent Powered is our parent curriculum that provides parents and caregivers with fun facts and easy tips on how to promote their children's development by building on existing family routines. You will be receiving these in addition to community resources through text messages.



NEED IMMEDIATE RESOURCES?

If you need immediate food assistance, please dial 2-1-1 and contact your FSA.

Many United CAP families qualify for SNAP (Supplemental Nutrition Assistance Program). Apply for SNAP in 30 minutes or less: <https://hungerfreeok.org/groceries>

2-1-1 will also provide assistance with other resources.

Attendance

The most important factor in being successful in school is attendance.



Establishing good early attendance habits supports children's learning and leads to success in school and in life. Children with high attendance levels are more school-ready than children who miss just two days per month.

- Your child should be at school every day and on time unless they are ill.
- Your child is to arrive no later than 8:30 a.m. each day.
- Arrivals after 8:30 a.m. are tardy.
- Excessive tardiness and/or excessive absences will result in a family being placed on a Plan of Support for Attendance
- Continued failure to attend every day, or continued excessive tardiness, could result in your child losing their spot in the program.

If your child is going to be absent or tardy for any reason, call the school as soon as you can. If you do not call about your child's absence, staff will contact you to follow up.

We cannot stress this enough, attendance matters! For more information on the importance of attendance, visit attendanceworks.org

Please review the School Contact Information on Page 3 to find the times that your child's school day begins and ends.



- Your child may arrive no earlier than the opening time listed on page 3.
- You, or a designated adult, must sign your child into the classroom upon entry each morning.
- Your child MUST be picked up by the time listed for your school.

If you do not:

- >after 15 minutes, emergency contacts will be contacted
- >after 30 minutes without a resolution, staff will contact law enforcement and request a welfare check on the parent/guardian
- >after 1 hour, staff will transport child to the police station and wait with the child until a parent, guardian, an approved person from the pick up list, or DHS arrives to take custody of the child

- Your child will only be released to you or another person designated by you on their pick-up list.
- Any changes to your list of authorized persons who may pick up your child must be made in person. If an unauthorized person attempts to pick up your child, we will contact you.
- You are responsible for letting the school know as soon as possible if there are any changes to your child's pickup list.
- To protect the safety of your child, a photo identification may be requested of anyone picking up your child.
- Verification of photo id is required of persons other than the parent/guardian before a child's release.

If the designated person arrives to pick up the child and shows signs of being under the influence of drugs and/or alcohol staff will:

- Offer to call someone else to pick them up.
- If they refuse, stall the departure until police are notified.
- If it is not a parent/guardian, notify the parent.
 - a) Parent can speak to the person.
 - b) Parent can tell staff not to release the child.
- 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 the person leaves with the child.

General Program Guidelines



Open Door Policy

You are always welcome to visit your child during the school day. School doors are open only during drop-off and pick-up times. Families wishing to enter buildings at any other time on a scheduled school day will only be able to do so after being let in by staff. Parent involvement is a great way for parents and teachers to build relationships.

No tobacco use of any kind, including e-cigarettes is allowed within any United CAP Head Start facilities or grounds.

Licensing Compliance File

Each school maintains a Licensing Compliance File. This file contains records and information related to childcare licensing, monitoring, and correspondence. This includes, but is not limited to, monitoring reports, licensing complaints, and Investigative Summary Notifications. Parents and staff have access to this compliance file. If you have any questions about this please talk to the Center Director or FSA.

Rest Time

Sleep is essential for your child's health and development. Important physical and mental development occurs in early childhood, and rest time provides downtime for growth and rejuvenation.

- All infants are placed on their back to sleep.
- Sleep sacks can be provided for infants.
- No blankets, pillows, or anything else will be allowed in the crib.
- All jewelry will be removed prior to an infant or child sleeping.
- If an infant falls asleep anywhere other than the crib, they will be moved to the crib immediately.
- An infant who arrives asleep in a car seat will be moved to a crib.
- 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.

For questions about rest time at school or safe sleep practices, please talk to your child's teacher or FSA. For more information you may also visit : <https://www.cdc.gov/sids/parents-caregivers.htm>

Inclement Weather

At times, schools will close due to inclement weather conditions. Your child's school will follow decisions by their local public school district to close due to ice, snow, or other dangerous weather conditions.

If the school district where your school is located does not match and is not operating based on the calendar and inclement weather happens to occur, you will be notified by staff if a decision to close your school is made. Please be sure to keep your phone number updated.



Child Abuse Reporting

What is Child Abuse?

Child abuse can be:

- Physical-child is mistreated physically
- Sexual-any sexually oriented act with a child, inappropriate touching, exposure to sexual acts
- Emotional-placing excessive or unrealistic demands on a child, name calling, providing constant criticism, excessive yelling
- Neglect-failing to provide a child with basic needs such as food, shelter, supervision, education, or medical care

What are some ways you can help prevent child abuse?

- Prevention begins in your own home or neighborhood
- Start talking to your child about body safety as early as age 3.
- Give your child words to say when someone touches them in a way they dislike. For example "I don't like that. Stop."
- Encourage your child to tell you if someone is hurting them or touching them in a way that is not ok, even if it is someone they know.
- Educating yourself and your child is one of the best preventions.

Mandatory Reporting of Child Abuse

Every person, private citizen or professional, who has reason to believe that a child has been abused, has a mandate by law to report suspected abuse immediately to the Department of Human Services Child Welfare Division. You can make reports at any time to the Child Abuse and Neglect Hotline at 1-800-522-3511. The hotline is available 24 hours a day, seven days a week.

Parent Conduct

You are your child's first and most important teacher and have great influence on their performance and behavior. We ask all parents and guardians at our schools to model appropriate behavior and to be good examples to our school community.

United CAP Head Start/Early Head Start has a zero-tolerance policy for harassment of any kind. Failure to comply with these standards may result in a parent and/or family member being excluded from United CAP school buildings.

- Be respectful to teachers, staff, children, and other parents at all times.
- Refrain from using profanity and inappropriate language on school property.
- Handle complaints by seeking a resolution with the person involved in a positive and professional manner.
- Threatening behavior of any kind will not be tolerated.
- Do not leave any children unattended in your car.
- Practice safe and respectful driving skills in school parking lots.

Complaint Process

If you ever have a complaint about an incident, please speak with the staff directly involved with the incident or notify the Center Director.

Emergency Procedures

United CAP Head Start has a plan in place for ensuring that the children have a safe and healthy environment at the center. If an emergency occurs, we ask that you follow these procedures to ensure the safety of your child and our staff:

Evacuation (i.e. fire, gas leak, etc.)

- All children, staff, and visitors evacuate the building until given an "all clear".

- Children, staff, and visitors will go to a previously identified, safe location.
- If all children and staff move to an alternate location, the school will contact you.
- Alternate locations for evacuations are posted in each school.

Our program has adopted the **Standard Response Protocol (SRP)** to prepare as an all hazards approach as opposed to different scenarios. SRP signs are posted at each location and staff are trained and practice this protocol.



Hold is followed by the Directive: **"In Your Room or Area"** and is the protocol used when hallways need to be kept clear of occupants.



Secure is followed by the Directive: **"Get Inside. Lock Outside Doors"** and is the protocol used to safeguard people within the building.



Lockdown is followed by **"Locks, Lights, Out of Sight"** and is the protocol used to secure individual rooms and keep occupants quiet and in place.



Evacuate and may be followed by a location, and is used to move people from one location to a different location in or out of the building.



Shelter State the **Hazard** and **Safety Strategy** for group and self protection.

Safety Drills

United CAP Head Start conducts safety drills (evacuation, tornado, fire, relocation, lockdown, and shelter) every month. Safety drills are a time for your child, teachers, staff, and visitors to prepare for an actual emergency. If staff and children are sheltering for a tornado parents should **not** rush to come take their child home.

What to Bring

Your child must dress in clothing appropriate for the weather. We ask all parents to bring an extra change of clothing, labeled with your child's name, to keep at school. If you need help with extra clothing or diapers please contact your FSA.

Child Custody

State law maintains that both parents have access to their child unless there are legal documents which define the restrictions. In situations involving child custody disputes or restraining orders, a copy of the court order MUST be in the child's file. We cannot prohibit contact with either parent without current court orders.



Nutrition Services

Meals

United CAP provides Child and Adult Care Food Program (CACFP) regulated meals by preparing them on-site or contracting with a local CACFP provider.

Family-Style Dining

All classrooms practice family-style dining. We encourage your child to serve and feed themselves and assist with cleaning up after meals. Meal and snack time are a pleasant social experience, which may include opportunities for learning about and respecting cultural preferences. Teachers/adults will interact with your child during meal times to provide a model of good nutrition and social habits.

Health Restrictions

If your child has a food allergy or other type of dietary restriction, you will need to provide documentation from a medical practitioner so that we can accommodate their needs by providing an Individual Care Plan.

Nut Free

United Cap Head Start centers are "nut free" zones to protect children with allergies. Please make sure if you or your child has come in contact with a nut product that you wash your hands and mouth before entering our facilities.

Classroom Meal Times:

Breakfast	8:30 a.m.
Lunch	11:30 a.m.
Snack	1:30 p.m./2:00 p.m. (depending on hours)

Arriving on time each day lets your child take part in social activities, helps to ensure their nutritional needs are met, and also allows the classroom to run smoothly without disruptions to schedules and routines.

Education Services



United CAP, Inc. provides high-quality early education and child development services, including services for children with disabilities. These services promote children's cognitive, social, and emotional growth for later success in school. Our center-based programs embed responsive and effective teacher-child interactions within high-quality early learning experiences.

All Families are Welcome

Within our centers and classrooms, all children and families are warmly welcomed. We embrace individuals from all backgrounds and work with families to ensure that mindful and appropriate practices are implemented to honor the experience of all that we serve. This extends to our classrooms and intentional approaches to learning are provided.

Learning Environments

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Our teachers create learning environments that help promote effective teaching practices by addressing the individual developmental abilities of the children in their care. They provide care that recognizes that every child has a unique rate of development, interests, temperaments, learning styles, family traditions, and language.

Learning environments are arranged with developmentally appropriate schedules, lesson plans, indoor and outdoor learning experiences that provide opportunity for choice, play, exploration, and experimentation among a variety of learning, sensory, and motor experiences. Child interest and ability inform all the activities offered in both EHS and HS classrooms.

Teachers are aware of and evaluate the learning environment to ensure that the interest level and developmental ability of the children in the room are appropriately stimulated. They also ensure the materials are safe and well maintained. When necessary, accommodations are made to support children with disabilities and to meet children where they are on the developmental continuum.

Emphasis on Routine

In everything that we do, we are ensuring that we are supporting development through our care and guidance of children.

The same routines are followed every day and teachers meet the children where they are and intentional approaches to learning are engaged by teachers. This includes, but is not limited to, diaper changes, meal time, rest time, hand washing, transitions, etc.

Within our EHS classrooms, we hold a flexible approach to care that is informed by each child's unique routine and developmental ability.

Within our HS classrooms, teachers balance teacher-directed play with child-initiated activities all the while following the same routine daily to ensure stability for the children.

Instructional Practices

Lesson plans are completed by the teachers daily. These lesson plans are created by the teachers and include individualized activities and other developmentally appropriate activities to structure the day. Lesson plans are informed by child interest, ability, and developmental needs.

The teachers approach every aspect of the classroom and planning with intentionality. They provide materials, plan activities, and talk with children in ways that both support and challenge what children are observing and thinking. Activities are both child initiated and developmentally appropriate.

Curriculum

We utilize HighScope, a developmentally appropriate research-based early childhood curriculum. The theoretical approach of HighScope is that teachers are active and involved with the children. HighScope calls this approach active participatory learning, a process in which teachers and students are active partners in shaping the learning experience.

Support

In addition to HighScope, we utilize Conscious Discipline as a supplementary social emotional curriculum. Conscious Discipline offers solutions for social-emotional learning, discipline and self-regulation. The goal is to help parents and schools reach and teach every child. Once instilled, these essential skills will last a lifetime and positively impact generations to come.

Collaborations with Parents

At United CAP, we structure education and child development services to recognize parent's roles as children's lifelong educators and to encourage parents to engage in their children's education.

Teachers communicate with parents on a regular basis to ensure they have a clear understanding of their child's daily routine, what kind of activities they are participating in, and their behavior within the learning environment

Home Visits and Parent Teacher Conferences

Teachers hold home visits and parent teacher conferences at a minimum of 4 times per program year (two home visits and two parent teacher conferences) to enhance the knowledge and understanding of both staff and parents of the child's education and developmental progress and activities in the program.

Child Goals and School Readiness Packets

During parent teacher conferences and home visits, parents work together to set goals for their children with the teacher. Teachers then provide information on how to help each child meet their goal in a monthly packet called a School Readiness Packet.

Based on these goals, teachers help the child by individualizing and providing intentional opportunities for children to grow in the classroom to meet these goals.

Assessments/ASQ's

With the help of parents, we use research based child screenings and assessments to inform the ongoing observation assessment cycle and for the identification of children in need of additional services.

ASQ-3 is the research based child development screenings that we use to assess a child's developmental level and if they are meeting the milestones that are developmentally appropriate for their age.

ASQ:SE-2 is the research based child development screening that we use to assess a child's social emotional developmental level and if they are meeting social emotional milestones that are developmentally appropriate for their age.

Transitions

There are many transitions throughout our program as your child grows with us. We provide strategies, activities, and services to support children and their families in preparing for their transition from Early Head Start to Head Start, and from Head Start to Kindergarten. We encourage your family to take an active part in your child's transition process.

Health Services



Your child's health is important to us, and good health is necessary for school readiness. United CAP tracks and monitors your child's health milestones to ensure they are up-to-date and on track. We use the Ages and Stages Questionnaire as a screening tool and conduct screenings when children enter the program and according to a schedule. Our program requires that your child have an established medical and dental home for early intervention and well-child care.

Early Childhood Program Health Requirements

If you do not have an established medical and dental home, United CAP will work with you to find one. Our program requires that EVERY child be current and remain up-to-date with the Early Periodic Screening, Diagnosis, and Treatment (EPSDT) Well Child Exam guidelines. A of all well child and dental visits and any follow-up associated with the health event is required to be turned in to complete your child's record.

EPSDT Well Child Exam Guidelines:

- | | |
|------------|------------------------|
| >2 months | >18 months |
| >4 months | >24 months |
| >6 months | >30 months |
| >9 months | >36 months |
| >12 months | >Every Year Thereafter |
| >15 months | |

A current immunization record for your child is required. Staff will notify you if your child's immunizations become past due. You will have 14 calendar days to present updated information once you receive notice. If immunizations are not provided, your child will be excluded from school until current immunization records are received. This is an Oklahoma State Department of Health regulation as well as a program requirement.

We encourage all children to start receiving dental care by age one. Children should see the dentist every 6 months. By age three, your child must have a current dental exam on file with us.

Lead screenings must be conducted at age 12 months and 24 months. If your child did not receive a screening at those times, your child must receive a screening before the age of five.

During enrollment, parent signed consent to allow United CAP's staff to obtain lead results from the state. If there are no results on file from the state, you will be asked to sign a consent for the United CAP Health team to provide a lead screening that consists of a finger stick blood sample collection from your child's finger. This screening will take place at school.

Your child will receive sensory screenings (hearing and vision) by United CAP staff within 45 days of enrollment.

We expect you to follow up with any medical or dental needs that arise and provide documentation to the school.

If your child has a special health care need (Ex: asthmas, eczema, seizures, etc.) a current action plan, signed by their doctor, must be on file with the school.

Medication and Administration of Medication

If your child requires that prescribed or over-the-counter medication be given while at school, please make sure to adhere to the following guidelines:

- All medication must be checked in with the school and cannot be placed in a child's backpack.
- All medication must be packaged in the original container with proper information and instructions on the label.
- We will give over-the-counter medication with a doctor's written order.
- We will give over-the-counter and/or prescription medication at school only when an agreement to give medication outside school hours cannot be made.
- You must start new medication at home.
- Medication cannot be used and will not be given beyond the expiration date on the container or beyond the date given by the doctor.
- Any unused or expired medication will be returned to you.
- If your child requires a rescue/emergency medication, such as an epi-pen or inhaler, the following applies:

- >You must submit the action plan detailing when and how to use the rescue/emergency medication.
- >Rescue/emergency medication must be kept in the classroom, at all times, while your child is at school.
- >Your child will not be able to attend school if they do not have the required rescue/emergency medication and action plan.

If you have questions about administration of medication during school hours, please talk with your FSA or Center Director.

Illness, Injury, Or Incident

When your child has any suspected contagious illness, they should not come to school. This will help your child regain their health quicker and will protect other children in the program. If your child is going to be absent, please notify the school as soon as you can so we can record the absence. If you do not call the school by 9:00 a.m. about your child's absence, school staff will contact you to follow up.

While at school, if your child has a fever or shows other signs of illness, we will contact you immediately to pick up your child from school. You will be provided a copy of our "When Your Child Is Too Sick to Attend" policy when your child is sent home sick. If we cannot reach you, we will call your emergency contact(s) to locate someone on the pickup list who is authorized to pick up your child. For the protection of all, children with symptoms of an infectious illness (diarrhea, vomiting, or fever) must be symptom-free for 24 hours without fever reducing medication before returning to school.

If a life-threatening emergency, injury, or incident involving your child occurs, we will call 911 to transport your child to the nearest hospital and notify you. Staff will also complete an injury report if needed within 24 hours of the incident.

If we cannot reach you, we will notify your emergency contact(s). You must update your child's file with school staff when there is a change in your address, phone number, or emergency contacts.

Sunscreen Protocol

- Parent/guardian must bring sunscreen in its original container and complete the permission form.
- Parent/guardian must apply the initial application of sunscreen and wait 15 minutes to check for reaction. Do this before staff apply to the child.

Sooner Select/SNAP/WIC

Medical insurance through Sooner Select may be available to your child at no cost. **Sooner Select** is Oklahoma's health insurance program for children and eligible adults. This program is offered through the Oklahoma Health Care Authority. **SNAP** (Supplemental Nutrition Assistance Program) benefits serve as the first line of defense against hunger by providing low-income families the opportunity to buy nutritious food in authorized retail food stores and Farmers' Markets. **WIC** is a supplemental nutrition program that contributes to healthy pregnancies, healthy babies, and healthy children. For more information or assistance with enrollment, contact your FSA.

Mental Health Services

As a parent, you want what is best for your child, but it is not always easy to know what type of support they need. Our mental health services can provide help to your family in a variety of ways, ranging from strengthening social skills and developing self-control to solving problems on their own and improving the parent-child relationship.

United CAP contracts mental health consultants. The role of the mental health consultants at your school is to provide support to any child, caregiver, family member, or staff member.

They can also assist in situations when:

- You or your child's teacher have concerns about your child's emotions, social skills, behaviors, or general development in the classroom or at home
- Your family is experiencing a big change such as a new baby, unemployment, new marriage, divorce, death of a loved one, incarceration, car accident, house fire, community or domestic violence
- You feel stressed or overwhelmed and need to talk, or interested in seeking counseling services for yourself or your child
- You have regular parenting questions about discipline, toilet training, sleep concerns, or other areas of social-emotional development

Services provided by the mental health consultant at your school may include consultation, observations, and follow-up with parents and teachers when concerns are identified for specific children. For more information about mental health services, contact your teacher, FSA, or Center Director.

Individualized Services

United CAP's Early Childhood Education Programs provide children with learning experiences that address all developmental areas. We provide support for children with developmental delays, along with their families and teachers, and work with children in individualized learning environments with activities designed for their developmental levels.

This encourages them to learn from each other as they strengthen their skills. Ten percent of enrollment opportunities are reserved for children with disabilities.

Any child enrolled in our program with a supporting Individualized Family Service Plan (IFSP) from SoonerStart or an Individualized Education Plan (IEP) from the public school, will have our Disabilities Coordinator assigned to help their teachers provide individualized learning and support.

What is early intervention?

Early intervention is a system of services that helps infants and toddlers with developmental delays or disabilities. In every state, very young children can get early intervention help to meet developmental milestones through a wide range of services.

What is a developmental delay?

All children are unique and grow at their own pace. A child with a developmental delay may need extra help as they grow when compared to children their age. A child can experience a delay in the following areas:

- physical (fine and gross motor skills)
- cognitive (thinking abilities)
- communication (speech and language)
- social or emotional (social skills and emotional control)
- adaptive or self-care skills

If you suspect your child has not developed in any of the areas listed above, your child may need to receive an evaluation by a professional to determine any delays in their development.

How to evaluate a child?

Teachers will screen your child in the five areas stated above while they attend United CAP Head Start. Teachers or FSA's will make a referral if there is a concern. An early intervention agency or public school district will receive the referral for evaluation consideration. Pediatricians, psychologists, and child development specialists can also conduct screenings and evaluations.

Referrals for children under the age of three are submitted to SoonerStart. Referrals for children over three are submitted to the local public school district.

Getting a child evaluated and determined eligible for special education services can be a long process. To help make the process move as quickly as possible, active participation is needed from families. You must give your written permission or signed consent for the professionals from SoonerStart or the public school to evaluate your child. Your FSA will assist you throughout the referral process and be available for any questions you may have.

After evaluation, if the child is eligible for services, they will receive an IFSP or IEP. This plan includes the goal to address any delays in the child's developmental areas. The child will also begin receiving services in the home or school setting.

We expect you to follow up with any referrals, including developmental or behavioral, that arise and provide documentation to the school.

Expulsion

In the 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.

Behavior and Guidance

At no time will any person subject a child to physical or emotional punishment, verbal abuse, humiliation, or threats of shame while on the premises of a United CAP child care facility. Program staff are 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. 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. Scheduling a crisis meeting between staff, parents and the mental health professional may also be necessary.

