

Community Action Partnership of Northeast Missouri



Head Start Parent Handbook 2025-2026

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Center Information

Name of Center: _____

Address: _____

Phone Number: _____

Center Supervisor: _____

Family Advocate: _____

Parent Group Officers:

President: _____

Vice President: _____

Secretary: _____

Policy Council Members:

Center/County Policy Council Representative: _____

Center/County Policy Council Representative Alternate: _____

County Community Representative: _____

Message to Parents/Guardians

Upon request, translation services in your home language are provided. Please contact your Family Advocate for assistance.

Si lo solicita, se ofrecen servicios de traducción a su idioma materno. Para obtener ayuda, comuníquese con su Defensor de Familia.

Sur demande, des services de traduction dans votre langue maternelle sont disponibles. Veuillez contacter votre avocat familial pour obtenir de l'aide.

Welcome to the Head Start/Early Head Start Program! You are about to begin one of the most exciting and perhaps one of the most important times in your child's life.

In Head Start/Early Head Start you learn how and why you are your child's most important and first teacher. We want to help you discover just how important you are in your child's life.

Mission Statement

The mission of the CAPNEMO Head Start/ Early Head Start Program is to provide comprehensive quality child and family care services in partnership with parents and others in the community to meet the diverse needs of low-income children ages 0-5.

Drug Free Statement

CAPNEMO/ Head Start/Early Head Start centers operate a healthy environment that is free from alcohol, illicit drugs, tobacco and smoke. State laws regarding these items are strictly enforced. We politely request that when HS/EHS staff are in your home that you refrain from smoking.

Parent/Staff Code of Conduct

Policy

NMCAA/CAPNEMO Head Start is committed to maintaining a respectful environment that is conducive to learning, as well as ensuring the safety of children, parents, visitors, and staff in all our programs and facilities. In order to maintain an open, positive, courteous, respectful, and secure environment, it is essential that all parents/guardians and visitors adhere to the expected code of conduct outlined below at Head Start sites, bus stops, home visits, and functions:

Procedure

1. All parents/guardians, visitors, and staff involved with the program will:
 1. Respect and promote the unique identity of each child, family, and staff. Do not stereotype on any basis, including gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition.
 2. Follow program confidentiality policies concerning information about children, families, and staff members. No photos or video without permission. Use extreme caution and exercise good judgment when interacting with agency staff on social media platforms or messaging applications. Employees are asked to use extreme caution when accepting a “friend request” or request to communicate via social media with any child’s family member or care provider.
 3. Not allow children to be left alone or unsupervised while under their care.
 4. Use positive methods to support children’s well-being and prevent and address challenging behavior. Do not engage in corporal punishment, emotional or physical abuse, or humiliation. Do not employ methods of discipline that involve isolation, the use of food as punishment or reward, or the denial of basic needs.
 5. Conduct themselves personally and professionally in a manner that reflects positively upon the program’s reputation and upon the children and families of the program.
 6. Maintain courteous and respectful relationships with program associates, consultants, and staff, as well as other parents, guardians, volunteers, children, and other participants.
2. NMCAA/CAPNEMO Head Start will not tolerate behavior by parents/guardians, visitors, or anyone else involved with the program that violates the Code of Conduct. Examples of violations include, but are not limited to the following:
 1. Using threatening, hostile, intimidating, bullying, harassing, or coercive language or behavior toward employees, volunteers, or children, including a child’s family members and care providers.
 2. Words or actions that intimidate, harass or discriminate against any person on the basis of race, color, national origin, religion, age, gender, sex, sexual orientation, or disability.
 3. Physical or verbally aggressive punishment of a child.
 4. Excessive swearing or cursing.
 5. Smoking/vaping.
 6. Quarreling, verbal fighting, loud shouting, and displays of anger.
 7. Possess, consume, sell, distribute, or exchange alcoholic beverages and/or controlled substances, or be under the influence of either on agency property or at an agency function.
 8. Possess or use weapons in or on agency property or at an agency function.

9. Physical violence.
 10. Inappropriate or excessive displays of physical affection between adults.
 11. Clothing with discriminatory, offensive, or inappropriate statements or designs is prohibited. Nothing in this policy is intended to discriminate against any person and does not limit or alter any person's apparel or grooming styles dictated by one's religion, ethnicity, or national origin. Inappropriate revealing clothing is also prohibited.
 12. Violate any federal or state statute, local ordinance, or board policy while on agency property or at an agency function.
 13. Any action that disrupts the Head Start/Early Head Start program.
3. If a parent/guardian or visitor violates the Code of Conduct, NMCAA/CAPNEMO Head Start reserves the right to:
 1. Restrict parent/guardian or visitor access to program children, classrooms, functions, and/or facilities.
 2. Contact the Division of Family Services.
 3. Contact the police.
 4. Take civil or criminal action.
 4. A Parent/guardian can contact the Site Supervisor or Education Coordinator for the classroom and/or the Head Start Director to discuss potential impacts, concerns or to file a complaint.

This policy was approved by Policy Council: 8/16/2023

Meets Performance Standard 1302.90(c)(1-2)

Center Monthly Calendar and Holiday Schedule

2025-2026 Head Start/Early Head Start Calendar

July 2025							July		January 2026							January		
Su	M	Tu	W	Th	F	Sa	4	Independence Day	Su	M	Tu	W	Th	F	Sa	2	Centers Closed- Professional Development Day	
			1	2	3	4	5	14	Outer County EHS Half Day					1	2	3	5	Classes Resume
6	7	8	9	10	11	12			4	5	6	7	8	9	10	19	Centers Closed- Martin Luther King Jr. Day	
13	14	15	16	17	18	19			11	12	13	14	15	16	17	19-30	HS Parent Teacher Conf/FA 2nd Home Visits	
20	21	22	23	24	25	26			18	19	20	21	22	23	24	26	Outer County EHS & Kahoka Half Day	
27	28	29	30	31					25	26	27	28	29	30	31	30	Jamison EHS/Class B & Pfeiffer EHS/HS Half Day	
August 2025							August		February 2026							February		
Su	M	Tu	W	Th	F	Sa	1-29	HS & EHS Teachers/FA 1st Home Visits	Su	M	Tu	W	Th	F	Sa	2	Centers Closed- Professional Development Day	
					1	2	11	Teachers/Teacher Aides Return	1	2	3	4	5	6	7	16	Centers Closed- Presidents' Day	
3	4	5	6	7	8	9	18	Cooks/Center Aides/Bus Drivers/Aides Return	8	9	10	11	12	13	14	23	Outer County EHS & Kahoka Half Day	
10	11	12	13	14	15	16	18-29	Centers Closed- Professional Development	15	16	17	18	19	20	21	27	Jamison EHS/Class B & Pfeiffer EHS/HS Half Day	
17	18	19	20	21	22	23	25	All Staff	22	23	24	25	26	27	28			
24	25	26	27	28	29	30	26-27	Open Houses										
31							28-29	Open Houses										
September 2025							September		March 2026							March		
Su	M	Tu	W	Th	F	Sa	1	Labor Day	Su	M	Tu	W	Th	F	Sa	16-27	EHS Parent/Teacher Conferences	
	1	2	3	4	5	6	2	First Day of School	1	2	3	4	5	6	7	23	Outer County EHS & Kahoka Half Day	
7	8	9	10	11	12	13	2-5	HS Classes are Half Days	8	9	10	11	12	13	14	25	Centers Closed- Child Advocacy Day	
14	15	16	17	18	19	20	6	HS Classes Resume Full Days	15	16	17	18	19	20	21	27	Jamison EHS/Class B & Pfeiffer EHS/HS Half Day	
21	22	23	24	25	26	27	18	Truman Speech & Hearing Clinic	22	23	24	25	26	27	28			
28	29	30							29	30	31							
October 2025							October		April 2026							April		
Su	M	Tu	W	Th	F	Sa	2	30-Day Deadline	Su	M	Tu	W	Th	F	Sa	6-17	HS Teachers 2nd Home Visit/FA 3rd Home Visit	
				1	2	3	6	Centers Closed- Professional Development Day					1	2	3	4	17	All EHS & Jamison Class B/Kahoka/Pfeiff HS Half Day
5	6	7	8	9	10	11	13	Centers Closed- Indigenous Peoples' Day	5	6	7	8	9	10	11	20	Centers Closed- All Staff	
12	13	14	15	16	17	18	17	45-Day Deadline	12	13	14	15	16	17	18	30	Last Day for Edina, Schuyler, Memphis, Wayland	
19	20	21	22	23	24	25	27	Outer County EHS & Kahoka Half Day	19	20	21	22	23	24	25			
26	27	28	29	30	31		31	Jamison EHS/Class B & Pfeiffer EHS/HS Half Day	26	27	28	29	30					
November 2025							November		May 2026							May		
Su	M	Tu	W	Th	F	Sa	3	Centers Closed- Professional Development Day	Su	M	Tu	W	Th	F	Sa	7	Last Staff Day for Edina, Schuyler, Memphis, Wayland	
						1	3-14	HS Parent/Teacher Conferences						1	2	8	Centers Closed- Harry S. Truman Birthday	
2	3	4	5	6	7	8	11	Centers Closed- Veterans Day	3	4	5	6	7	8	9	13	Last Day for Kahoka & Pfeiffer HS	
9	10	11	12	13	14	15	26	All Centers Half Day	10	11	12	13	14	15	16	20	Last Staff Day for Kahoka & Pfeiffer HS	
16	17	18	19	20	21	22	27	Centers Closed- Thanksgiving	17	18	19	20	21	22	23	22	All EHS/Jamison Class B Half Day	
23	24	25	26	27	28	29	28	Centers Closed- Black Friday	24	25	26	27	28	29	30	25	Centers Closed- Memorial Day	
30									31									
December 2025							December		June 2026							June		
Su	M	Tu	W	Th	F	Sa	1-12	EHS Parent/Teacher Conferences	Su	M	Tu	W	Th	F	Sa	1-5	All EHS & JSHS Class B Closed	
	1	2	3	4	5	6	19	All Centers Half Day		1	2	3	4	5	6	15-26	EHS Teachers 2nd Home Visit/FA 4th Home Visit	
7	8	9	10	11	12	13	22	Centers Closed- All Staff	7	8	9	10	11	12	13	19	Centers Closed- Juneteenth	
14	15	16	17	18	19	20	23	Centers Closed- Cleaning Day	14	15	16	17	18	19	20			
21	22	23	24	25	26	27	24-1	Christmas Break	21	22	23	24	25	26	27			
28	29	30	31						28	29	30							

October 13, 2025- Indigenous Peoples' Day	May 8, 2026- Harry S. Truman's Birthday
November 11, 2025- Veteran's Day	May 25, 2026- Memorial Day
November 27-28, 2025- Thanksgiving/Black Friday	June 19, 2026- Juneteenth
December 19, 2025-January 2, 2026- Christmas Break	July 4, 2026- Independence Day
January 19, 2026- Martin Luther King Jr. Day	September 7, 2026- Labor Day
February 16, 2026- Presidents' Day	

Program Philosophy, Goals and Objectives

Head Start and Early Head Start (HS/EHS) are comprehensive child development programs which serve children from birth to age five, pregnant women, and their families. They are child-focused programs and have the overall goal of increasing the social competence and school readiness of young children in low-income families. Social competence means that a child will be able to deal effectively with their present environment and later responsibilities in life. Social competence includes social, emotional, cognitive, and physical development.

HS/EHS services are also family-centered, following the principles that children develop in relation to their family and culture, and that parents are respected as the primary educators and nurturers of their children. HS/EHS offers family members opportunities and support for growth and change, with the belief that people can identify their own strengths, needs, and interests and are capable of finding solutions.

To support the overall goal of improving social competence and school readiness, HS/EHS embraces the following core set of values:

- Establish a supportive learning environment for children, parents, and staff, in which awareness is enhanced, skills are refined, and increased understanding is valued and promoted;
- Recognize that the members of the HS/EHS community—children, families, and staff—have roots in many cultures. HS/EHS families and staff, working together as a team, can effectively promote respectful, sensitive, and proactive approaches to diversity issues;
- Understand that the empowerment of families occurs when the ideas and opinions of families are heard and respected;
- Embrace a comprehensive vision of health for children, families, and staff, which assures that basic health needs are met, encourages practices that prevent future illnesses and injuries, and promotes positive, culturally relevant health behaviors that enhance life-long well-being;
- Respect the importance of all aspects of an individual's development, including social, emotional, cognitive, and physical growth;
- Build a community in which each child and adult is treated as an individual while, at the same time, a sense of belonging to the group is reinforced;
- Foster relationships with the larger community, so that families and staff are respected and served by a network of community agencies in partnership with one another; and
- Develop a continuum of care, education, and services that allow stable support to families and children during and after their HS/EHS experience.
- The HS/EHS program has a long tradition of delivering comprehensive and high-quality services

designed to foster healthy development in low-income children. HS/EHS grantee and delegate agencies provide a range of individualized services in the areas of education and early childhood development, medical, dental, mental health, nutrition, and parent involvement. In addition, the entire range of HS/EHS services is responsive and appropriate to each child and family's developmental, ethnic, cultural, and linguistic heritage and experience.

- HS/EHS foster the role of parents/guardians as the primary educators and nurturers of their children. Local HS/EHS programs work in close partnership with parents/ guardians to assist them in developing and utilizing individual and family strengths in order to successfully meet personal and family objectives. Parents/guardians are encouraged to become involved in all aspects of the program, from participation in children's activities to direct involvement in policy and program decisions.
- HS/EHS is committed to cultivating partnerships within the community. Through the establishment of meaningful links with community organizations and programs focused upon early childhood development, family support, health and education, each HS/EHS agency ensures that children and families receive an array of individualized services, and that community resources are used in an efficient and effective manner.
- HS/EHS strives for excellence in program management that supports the provision of quality services for children and families. Policy groups, representative of HS/EHS parents/guardians and the larger community, and strong governing bodies play a critical role in overseeing the implementation of HS/EHS legislation, regulations, and policies. To achieve national excellence, local agencies are required to establish effective systems and procedures for program, financial and human resource management. Additionally, a strong focus on staff training and development helps to ensure that children and families are served by individuals with the knowledge, skills, and experience necessary to provide high-quality, comprehensive services.

Program Orientation

During recruitment/enrollment, the Family Advocate (FA) will schedule a center visit with the parents/guardians/family members and will go over the required forms as well as introduce you to the HS/EHS program. The FA will discuss with you the philosophy of HS/EHS, the various services provided, areas of concern for the family, volunteer information, and contents of the Parent Handbook. In addition, you will be given an overview of the curriculum used in the classroom, a copy of the monthly calendars indicating the classroom/community activities scheduled, special events, etc. and a copy of the weekly menus. All family members are invited and encouraged to attend the Center Open House held before each school year begins (a daily schedule of classroom activities will be given to you at this time) and to participate in the monthly parent meetings.

You will also be informed of the various regulations and guidelines under which HS/EHS operates. For instance, the Health Department, Child Bureau's Licensing Regulations, the Fire Safety Rules, and the

Head Start/Early Head Start Performance Standards. All these documents are accessible to you at your local center.

The following information for parents/guardians/family members is posted at the Center:

- Standards of Conduct
- Child Support Services
- Parents As Teachers
- Healthy Blue for Kids
- Safety Policy
- Division of Workers Compensation
- Discrimination in Public Accommodations
- HiSET classes offered at educational institutions
- Local Parent Group, Policy Council and Board Minutes

Proclamation

My Rights as a Head Start/Early Head Start Parent:

- To be welcome in the classroom
- To be treated with respect and dignity
- To expect guidance for my child by the caregivers and staff
- To be informed regularly about my child's progress in Head Start/Early Head Start
- To be able to learn about the operation of the program, including the budget and qualifications to fill various staff positions
- To help develop adult programs that will improve daily living for my family and myself
- To take part in policies affecting the planning and operation of the program
- To take part in planning and carrying out programs designed to increase my education and work skills
- To be informed of community resources regarding health, education, and social services

My Responsibility as a Head Start/Early Head Start Parent:

- To take part in the classroom as an observer, volunteer, or employee who contributes toward the enrichment of the total program
- To offer and evaluate constructive criticism of the program
- To provide loving and protective guidance for my child
- To welcome HS/EHS staff into my home for program related visits
- To learn and take part in the HS/EHS program and activities
- To provide leadership through parent groups and Policy Council
- To take full advantage of programs designed to increase my knowledge of child development and employment skills
- To become involved in community programs which improve health, education, and recreation
- To work with HS/EHS staff and parents cooperatively
- To inform HS/EHS staff of address and phone changes
- To inform HS/EHS staff of any changes with employment and/or education

Department of Elementary and Secondary Education Office of Childhood Licensing Regulations

To qualify as a Head Start Grantee, CAPNEMO must be licensed by the Department of Elementary and Secondary Education Office of Childhood through the state of Missouri. All of CAPNEMO's Head Start/Early Head Start Centers and child care partner sites are fully licensed facilities. A current copy of the Missouri State Child Care License certificate is posted in each HS/EHS classroom. This certificate states that each of CAPNEMO'S HS/EHS/child care partner sites fully comply with all Missouri State regulations for Child Care Centers including fire, safety, health and sanitation requirements. A copy of Licensing Rules for Group and Child Care Homes and Child Care Centers by the Missouri Department of Health and Senior Services is available in the Parent Resource area for review.

Day to Day Operations

Program Policies

1. Each HS classroom will include 17–20 children. Each EHS classroom will include no more than 8 children.
2. A teacher and teacher aide or qualified volunteer must be present to conduct a group session. If an emergency arises and leaves only one teacher with the group of children, the teacher must contact their supervisor immediately.
3. The HS classroom adult to child ratio must be at least 1 to 10. In EHS the ratio is one adult to no more than 4 children.
4. CAPNEMO programs operate a combination of four- and five-day per week classrooms and will operate between 128 (part year), 160 (school year) and 240 (full year) days per year. Missed days will be made up to comply with the 128/160-day requirement. If a school day is “let out early” due to inclement weather or other reasons approved by the Director, it will be counted as a full day if the session lasted 2 or more hours. There will be scheduled make-up days if the planned class days fall below the required number of sessions for the school year to ensure we conform to the Head Start Performance Standards. During the winter months (October through March) our program will have prepared five days of AMI (alternative method instruction) activities, curriculum links, and virtual links in order to help offset inclement weather closures.
5. We are required to maintain 85% average daily attendance; therefore, it is very important for your child to attend on a regular basis. If your child is unable to attend, please contact the center to let them know he/she will be absent. When a child is absent for three consecutive days without notification from the parents/guardians, the FA must contact the parents/guardians to determine the reason for the absence. The FA will extend support and emphasize the benefits of regular attendance. If chronic absenteeism persists, your child may be dropped from the program.
6. At full day centers, if a child has not arrived at school before 9 a.m., the FA may contact families to determine the reason for the absence.
7. HS/EHS parents/guardians may request access to their child’s file via verbal notification through the HS/EHS Center Supervisor or FA. Child files must be viewed and remain at the HS/EHS center, preferably in the Center Supervisor or FA’s office. Copies of file information may be obtained at the request of a parent or guardian. Parents/guardians will be required to check files back into the Center Supervisor or FA. Parents/guardians will be asked to sign the child’s file folder with signature and date of the file review, along with documentation of any paperwork copied from the child's file. HS/EHS parents/guardians maintain the right to review their child’s file at any time.

Sample Daily Schedules

Typical EHS Daily Schedule

8:00-8:30	Arrival – Free Play in Room
8:30-9:15	Breakfast * Toothbrushing (wipe mouth of infants)
9:15-10:30	Morning Nap for Infants – Inside Activities for Toddlers
10:30-11:00	Outside Play for Infants and Toddlers
11:00-12:00	Lunch – Clean Up
12:00-12:30	Story/Music
12:30 -2:00	Nap Time
2:00	End of Day/Parent Pick up

*Wrap around services are available at all centers. Talk to your Center Supervisor or FA to discuss hours that work best for your family.

*All activities are subject to change based on each child's daily needs.

*Naps and bottles are provided on demand.

*Diaper checks/toileting as children need.

Typical Part-Day Daily Schedule

8:00-8:30	Arrival
9:00 – 9:15	Greeting Meeting
9:15 – 9:45	Breakfast
9:45 – 10:15	Outside Play
10:15 – 10:30	Large Group
10:30 – 11:30	Interest Area
11:30 – 11:45	Music and Movement
11:45-12:20	Lunch
12:20 – 12:30	Parent Pick Up

Typical Full Day Schedule

7:30–8:25	Arrival/Free Play
8:30–8:35	Clean Up/Hand Washing
8:35–9:05	Breakfast/Tooth Brushing
9:05–9:30	Small Groups
9:30–10:25	Outdoor play or Gross Motor Activities
10:25–10:30	Clean Up
10:30–10:35	Hand Washing
10:35–11:30	Centers (free choice)
11:30–11:35	Clean Up
11:35–11:55	Music/Story time
11:55–12:00	Hand Washing
12:00–12:35	Lunch
12:35–12:45	Clean Up
12:45–12:55	Restroom/Library
12:55–2:55	Nap Time
2:55–3:10	Put Cots Away/Use Restroom/Hand Washing
3:10–3:30	Snack/Clean Up
3:30–3:45	Group Time/Free Play
3:45–4:00	Clean Up/Parent Pick Up

The preceding schedules are samples of Daily Schedules. Check at your child’s center to see a copy of your child’s daily schedule. These are posted in each classroom.

Curriculum in Head Start/Early Head Start

CAPNEMO Head Start Preschool/Early Head Start utilizes a Missouri state approved curriculum, which provides high-quality learning objectives to promote your child’s development and learning style. The

Missouri State approved curriculum used at CAPNEMO is Creative Curriculum. This specific curriculum is specifically designed for programs serving children from Birth to three years of age.

Parents will receive a copy of a sample guide booklet Early Head Start: Our Program for Infants, Toddlers and Twos / Head Start Preschool: A Family Guide to Preschool written by Diane Dodge & Joanna Phinney. The purpose of this booklet is to share with you what is required in our program's curriculum. The booklets are usually given during the first home visit, or first parent teacher conference.

Education

Head Start/Early Head Start helps to develop a daily program that meets the individual needs of your child. The program will include the following components to create a fun, stimulating environment for your child.

- Learn to work and play independently and with others.
- Learn to accept help and directions from adults.
- Learn to value their rights, the rights of others and feel secure in their environments.
- Offer opportunities to achieve success in all areas: social, emotional, cognitive, approaches to learning, math, science and the arts.
- Help to develop and use language, listening, and speaking skills.
- Learn to use problem solving skills and constructive curiosity.
- Learn to express creativity through play-acting, music, and art.

School Cancellations/Emergency Closings

During winter weather school closure will be decided by the center supervisor along with the site supervisor. CAPNEMO Head Start/Early Head Start typically follows the public school closures in your county that are due to snow and/or ice. Closures due to frigid temperatures and extreme wind will be determined by the center supervisor along with the site supervisor. In the event of winter weather, the following options could be used:

- Delayed start
- No busing (parents would transport)
- Alternative Method of Instruction (AMI)
- Closure

Up to 5 AMI days can be used in inclement weather and will count towards attendance. If severe weather is being forecasted, a packet will be sent home with the children as early in the week as possible containing work that the children can complete at home/ folders to return completed work will be provided.

Parents will be notified of any changes to the regularly scheduled school day by the center supervisor. Any closure information will also be posted on KTVO, center Facebook pages, and the CAPNEMO Head Start Facebook page.

NOTE: *When there is an early dismissal or cancellation of classes due to any reason, parents/guardians are responsible for picking up their child in an allotted time frame. For centers that provide “bus transportation” parents/guardians must make arrangements for someone to be home when your child is dropped off by our bus.*

Child Pick-up/Release

In order to ensure your child’s safety, a child will only be released from the center or the bus to the child’s parent/guardian, or designated person indicated on the authorized pick up list.

WE WILL NOT TAKE RELEASE PERMISSION OVER THE PHONE.

If you know in advance that a designated person will be picking up your child, please notify us. Persons unknown to the staff will be required to provide photo identification before taking a child from the HS/EHS facility. A parent/guardian or designated person is required to sign the child out of the center. For centers that provide “bus transportation” we use a “*hand-to-hand*” concept when picking up and dropping off a child. The parents/guardians sign the bus roster to verify hand-to-hand contact is being used. All persons, relatives, or others must abide by these policies.

Part-day and full-day centers: Parent Drop Off/Pick Up - Each of our centers are licensed for a specific time frame during the day. Therefore, it is imperative that children are picked up at the end of their class session, if they are not transported by HS bus. If you have not picked up your child within 5 minutes of the end of class, staff will begin calling – first, the parent; second, emergency contact numbers. If we cannot contact anyone and no one picks the child up within a half-hour of the end of class, we will be left with no choice but to contact the police for assistance.

Wrap-Around Services – Core hours for full-day centers are 8AM – 2PM. Children who are not signed up for wrap-around services are not to be dropped off at the center before 8AM and need to be picked up by 2PM. If a child is dropped off earlier than 8AM or picked up later than 2PM, the parents will be charged the wrap-around fee for that day. Staff will begin calling parents/emergency contacts at 2:35PM. If they cannot reach an authorized individual to pick up the child, then we will be left with no choice but to contact the police for assistance.

Please schedule a time with your Center Family Advocate to complete a Subsidy Application or for more information.

Head Start Bus Policy

Transportation services are designed to provide safe and efficient transportation of your child(ren) to and from the Head Start center. All Head Start Drivers have a CDL (Commercial Driver’s License with Passenger and School Bus endorsements issued by a state or other jurisdiction to operate a commercial motor vehicle), which complies with Missouri Secretary of State Bus Driver regulations. Bus monitors, which are assigned to each bus route, will assist with the supervision and safety of all Head Start children.

Transportation is also provided to parents, upon request, when they need assistance to attend Head Start functions, medical and dental exams, or various types of social services appointments. Contact your Center Director or Family Advocate for additional information regarding parent transportation.

The responsibility of transportation is a very serious endeavor; therefore, Head Start expects parents to abide by the following bus policies and procedures, which are also listed included in the Transportation Agreement signed during the time of application. Failure to do so may result in the loss of “pickup and drop off services.”

Children should be ready and waiting for the bus, as Head Start’s policy is a 3-minute wait at each house.

Parents/guardians/designated persons are responsible for accompanying their children to and from the bus using “hand-to-hand” contact. Head Start will assume responsibility for children after they have entered the bus.

Parents/guardians/designated persons are responsible for being at an assigned drop off location at a specified time. If the approved adult is not at the drop off location, your child will not be released from the bus. The driver will contact the Center Director, who will attempt to contact the approved adult. Head Start staff are not expected to work after normal work hours; therefore, cannot be responsible to care for your child when the approved adult is not at the specified drop off location. When an approved adult is not at home or at the drop off location, the program reserves the right to take the child to the local police department; however, procedures vary with each individual case.

Parents should notify the center before 9:00 AM when their child will not attend class. It is acceptable for parents to explain their child’s absence to the bus driver at the time of pickup.

Parents/Guardians wishing to change a child’s pickup or drop off point or make a change to the authorized pick up list must do so in writing. *We will not take Release Permission over the phone.*

Behavior Guidance

Conscious Discipline – A Behavior Management Approach

We use Conscious Discipline to guide behavior in all of our centers. Conscious Discipline is unique from other ways of guidance because it:

- Defines discipline not as something you **do to children**, but something you **develop within them**.
- Teaches new skills to the adult first, and the children second, empowering you to become the mindful parent you want to be.

We can discipline differently than we were disciplined, break the cycle of “do as I say, not as I do,” and learn to discipline without permissiveness, aggression or guilt.

Based on current research, Conscious Discipline can teach both parents and children how to:

- **Set goals and achieve them despite obstacles and distractions**
(instead of yelling, nagging, sending to time out or removal of privileges).
- **Create safe homes by managing our emotions instead of acting them out** *(instead of adults losing tempers, children throwing tantrums, name-calling, hitting or destroying property).*
- **Set personal boundaries to prevent bullying and encourage respectful interactions** *(instead of telling others how they should think, feel or act).*
- **Resolve conflict in a way that creates closer, more loving relationships**
(instead of pretending issues don't exist or having them tear us apart).

At the core of Conscious Discipline are "teaching moments." Conscious Discipline provides social-emotional learning in context, an approach widely recognized as the most effective way for the brain to internalize learning. Conscious Discipline provides educators with the social-emotional skills set to seize the teaching moments children regularly offer in the classroom, playgrounds and buses.

For example; when one child pinches another because he's in her seat, the teacher intervenes on the spot, not with a referral or other punitive approach, but by modeling a socially appropriate response for the entire class. (A consequence-type response may follow teaching, as necessary and appropriate.)

Parent example: (Response to tattling) Child: "Mommy, he's touching me!"

Parent response: "Are you telling me to be helpful or hurtful?"

For more information visit: www.ConsciousDiscipline.com

CAPNEMO Guidance Policy

HS/EHS advocates that every child has a right to feel good about himself and his family and learn new information about his/her world. HS/EHS staff have a responsibility to establish an environment rich with learning opportunities and experiences, which will ultimately lead to growth and development for the child.

Consistent program planning and evaluation, developmentally appropriate activities, and understanding the behavior of a child reduce discipline problems.

All adults (staff and volunteers) associated with the CAPNEMO HS/EHS programs must adhere to the following guidelines, which are posted in each center:

1. All adults (staff and volunteers) shall use the Conscious Discipline approach. It encourages self-control, self-direction and positive self-esteem.
2. Establish simple limits, which are clear and understandable to children as well as adults.

3. Be consistent in encouraging children to follow classroom limits.
4. Genuinely praise a child when s/he demonstrates the expected behavior, example: "Wow. Johnny, you remembered to hang your coat in your cubby," or "I noticed you remembered to put the blocks in the bin when you finished."
5. Adults walk over to the child who is displaying undesirable behavior when explaining the expected behavior. Yelling from across the room is inappropriate for adults as well as children.
6. Staff will have activities (songs, finger plays, etc.) to occupy transition periods, example: before/after meals, circle time, and leaving/entering the room/playground.
7. Avoid waiting periods and situations which lead to frustration in children. Have food ready before seating children at the table. Involve children in meal/snack preparation and in cleaning up. Have materials ready for group time. Have each day's equipment and supplies in place before children arrive.
8. Accidents occur frequently with young children; avoid an accident by:
 - a. Filling glasses half full with milk, juice, or water
 - b. Helping or encouraging the child to wipe up spills (without demanding)
 - c. Praising the act the child was attempting to accomplish (putting food on a plate, filling glass, etc.). DO NOT CONDEMN THE ACCIDENT.
9. When a child loses control completely or is continually disruptive to the classroom, adults need to follow a plan:
 - a. Ensure the safety of the other children in the classroom.
 - b. Allow the upset child time to calm down in a place visible to adults (safe space).
 - c. Talk with the child ONLY when the child is ready to listen.
 - d. Talk with the child about the behavior and assure the child you still care about him/her; your concern is with the behavior.
 - e. Redirect the child into an activity when he/she is ready and stay with the child until he/she feels comfortable without your assistance.
 - f. Provide one-on-one time with the child if necessary.
 - g. Remove children from the classroom if necessary in a place that is visible to adults.
 - h. Written documents must be made and placed in the child's file.
10. Staff shall be prohibited from using any form of corporal punishment, not limited to but including:
 - a. Hitting, shaking, biting, pinching, or inflicting pain
 - b. Restricting a child's movement by binding or tying him/her
 - c. Mental or emotional cruelty, such as humiliation, shaming, or frightening a child

- d. Confining a child in an enclosed area, such as a closet, locked room, box or similar cubicle
 - e. Denying a child food or bathroom privileges
11. Any adult using corporal punishment as a means of disciplining a child shall be terminated from the program immediately.
12. Children are constantly looking to you, the adult, as a positive model of behavior. If you show a child acceptance, encouragement, tolerance, and approval, the child will be confident, patient, self-directed, and loving.

Suspension and Expulsion Policy

CAPNEMO severely limits the use of suspension due to a child's behavior. Suspensions are only temporary in nature and are used only as a last resort option when there is a serious safety concern that cannot be reduced or eliminated by the provision of reasonable modifications. An example of a modification would be a schedule that includes a reduction in scheduled hours and/or days of attendance.

Prior to CAPNEMO making a decision for temporary expulsion, the CAPNEMO Guidance Team engages with a mental health consultant, collaborates with the parents, utilizes appropriate community resources – such as behavior coaches or psychologists, and considers the appropriateness of providing services and supports under section 504 of the Rehabilitation Act to ensure that the child who satisfies the definition of disability in 29 U.S.C. 705(9)(b) of the Rehabilitation Act is not excluded from the program based on disability, and consulting with the parents and the child's teacher, and:

- If the child has an IFSP or IEP, the program consults with the agency responsible for the IFSP or IEP to ensure the child receives the needed support services; or,
- If the child does not have an IFSP or IEP, the program collaborates, with parental consent, with the local agency responsible for implementing IDEA to determine the child's eligibility for services.

If a temporary suspension is deemed necessary, CAPNEMO helps the child return to full participation in all program activities as quickly as possible while ensuring child safety by:

- Continuing to engage with the parents and a mental health consultant, and continuing to utilize appropriate community resources;
- Developing a written plan to document the action and supports needed;
- Providing services that include home visits; and,
- Determining whether a referral to a local agency responsible for implementing IDEA is appropriate.

Prohibition on Expulsion

CAPNEMO cannot expel or unenroll a child from Head Start because of a child's behavior.

If, after CAPNEMO has explored and documented all steps taken as described above, the program, in consultation with the parents, the child's teacher, the agency responsible for implementing IDEA (if applicable), and the mental health consultant, determines that the child's continued enrollment presents a continued serious safety threat to the child or other enrolled children and/or determines the program is not the most appropriate placement for the child, the program works with such entities to directly facilitate the transition of the child to a more appropriate placement.

Biting Policy

Biting, while concerning, is a common and often developmentally appropriate behavior in infants and young children, particularly those under 3 years of age. It's often a way for them to express emotions, explore, or communicate when they lack the verbal skills to do so. CAPNEMO is licensed through Missouri Department of Elementary and Secondary Education which requires a licensing policy as follows:

Incident Management:

- All biting incidents are addressed on an individual basis and policy covers both the child who has done the biting and the one who was bitten.
- Children will be immediately separated to prevent further incidents.
- The child who was bitten will be assessed for the need of medical intervention.
- First Aid or comfort measures to follow (ice pack, bandage- if applicable).
- Parent/guardian notification will be completed via phone.
- Incident form will be completed and will require both the staff and parent signatures.

Intervention Strategies:

- Training and resources available for staff and or parents/guardians.
- Parental involvement in behavior plan (if applicable).
- Behavior plan: any child who bites up to three times on any one scheduled day will be asked to be picked up , due to the safety of their peers or staff.
- Any child who bites another child and results in breaking the skin, will be required to be picked up immediately for the remainder of the day, due to the safety of peers or staff.
- Behavior plan will be implemented when biting becomes a common action and not just random. The behavior plan will include documentation of all biting attempts and or any skin contact that is made.

Holding Children by Staff/Adults

In an effort to keep children safe, ALL CAPNEMO employees, volunteers, any center visitors and older children are asked to refrain from physically picking up and carrying around children in the HS/EHS facility or playground.

Providing care and comfort are the only exceptions to this policy/rule.

Nutrition Services

Head Start/Early Head Start Nutrition component includes:

- Serving nutritious meals and snacks daily.
- Providing meals that have been prepared under the supervision of the childcare staff or food service personnel.
- Providing children, parents/guardians, and staff with nutritional education.
- Providing follow-up nutrition services to children and families, as needed.

Parents/guardians have the opportunity to offer menu suggestions on the Parent Meeting Sign-In Sheet and/or conversing with the Center Supervisor and/or Family Advocate.

Food Donation Policy/Birthday Treats

Head Start is not allowed to accept donated foods that are prepared outside of a USDA approved kitchen. Parents/guardians wanting to provide birthday or holiday treats for their child's classroom may bring store bought items (packages of cookies, fruit, or boxes of animal crackers) or are welcome to use the kitchen at the center. If you choose to use the kitchen you will need to consult with the cook for the most convenient time.

Mealtime

The experience of eating at the center provides a significant step in the social development of each child. Therefore, it is necessary to ensure that mealtime has the proper atmosphere.

Meal times are fun and relaxed, a time of good humor and appropriate table conversation. Staff/volunteers enjoy conversing with children and encouraging them to share their stories.

Children are served two (2) USDA approved meals each day. Meals are appealing to children as well as balanced and nutritious. Children are encouraged to try new and different foods; conversations regarding foods that are disliked should be avoided. Children are allowed second helpings, and we are watchful for those children that may be too shy or bashful to ask.

HS/EHS requires that all meals and snacks are served family style in a relaxed, peaceful atmosphere. This style helps children learn self-help skills such as assisting with setting the table, serving themselves, pouring their own milk, and cleaning the table after the meal.

Staff and volunteers “model” appropriate table manners by dining with the children.

HS/EHS does not use food as a reward or punishment. Children are never forced to eat or clean their plate. The occasional table accident is normal and children are allowed to eat at their own pace.

Infant Mealtimes

Infants will be fed using the schedule supplied by the parent or “on demand”. All infants are held during bottle feedings. Bottles are never propped for babies or allowed in cribs. Infants will be given breast milk provided by the mother, formula provided by EHS, and baby food provided by EHS.

With the parents/guardians help, we can start good food habits that will continue for a lifetime.

Health Services

Diapering Supplies

EHS will provide diapering supplies for your child while they are in childcare. These supplies include diapers, wipes and pull-ups. Please let your Family Advocate know if your child has any special needs. If your child is in a private pay slot it will be the parent's responsibility to provide diapering supplies. When your child is ready to begin toilet training, please discuss this with your child's teacher to make a plan for toileting success.

Child Illness Policy

In accordance with state licensing regulations:

Each child shall be observed daily for contagious diseases. Parents/guardians will be notified immediately if a child is suspected to have a contagious disease. Parents/guardians will need to make arrangements to have their child picked up as soon as possible. The ill child will be isolated from the other children until a parent/guardian arrives to take them home.

Children exhibiting the following symptoms will be sent home:

1. Diarrhea - more than one (1) abnormally loose stool. If a child has one (1) loose stool he/she shall be observed for additional loose stools or other symptoms.
2. Severe coughing - if the child gets red or blue in the face or makes high-pitched croup or whooping sounds after coughing.

3. Difficult or rapid breathing - especially important in infants under six months.
4. Yellowish skin or eyes.
5. Pinkeye - tears, redness of eyelid lining, irritation followed by swelling or discharge of pus. A child may return 24 (twenty-four) hours after treatment has begun.
6. Unusual spots or rashes.
7. Sore throat or trouble swallowing.
8. Infected skin patch(es) - crusty, bright yellow or dry areas of the skin.
9. Unusually dark, tea-colored urine.
10. Gray or white stool.
11. Fever over 100 (one hundred) degrees Fahrenheit by mouth or 99 (ninety-nine) degrees Fahrenheit under the arm. A child will not be permitted back into the classroom unless he has been fever-free for 24 (twenty-four) hours without use of fever reducing medication.
12. Headache and stiff neck.
13. Vomiting more than once. A child must remain at home if vomiting has occurred more than once in a 24 (twenty-four) hour period.
14. Severe itching of the body or scalp.

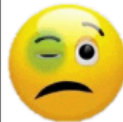
Communicable Diseases

During the program year, it is likely your child will be exposed to common communicable diseases. Keep in mind, a child's immunities do not become fully established until approximately age 6 (six). The illness your child is experiencing now actually provides a means for his/her body to recognize and fight infections as he/she grows.

CAPNEMO HS/EHS program follows guidelines set forth by the (CDC) Centers for Disease Control and Prevention for childcare providers, as well as local health departments, when determining exclusion and attendance policies for children that are exhibiting symptoms of any communicable disease. Individual parents/guardians will be contacted regarding any health concerns and/or any requests that their child see a physician for diagnosis and treatment.

All parents/guardians will be notified when any contagious disease occurs in a center. The CAPNEMO Head Start/Early Head Start program urges all parents to help prevent the spread of communicable diseases by taking the proper precautions and adopting safety protocols.

I NEED TO STAY HOME IF...

I HAVE A FEVER	I HAVE A RESPIRATORY ILLNESS	I HAVE A COUGH	I AM VOMITING	I HAVE DIARRHEA	I HAVE A RASH	I HAVE HEAD LICE	I HAVE AN EYE INFECTION	I HAVE BEEN IN THE HOSPITAL
								
TEMPERATURE OF 100.4° OR HIGHER	I HAVE COVID, FLU, RSV, OR OTHER ILLNESS	COUGH WITH FEVER OR TROUBLE BREATHING	WITHIN THE PAST 24 HOURS	WITHIN THE PAST 24 HOURS	BODY RASH WITH ITCHING OR FEVER	ITCHY HEAD, ACTIVE HEAD LICE	REDNESS, ITCHING, CRUSTY DRAINAGE FROM EYE	HOSPITAL STAY AND/OR ER VISIT OR SURGERY

I AM READY TO GO BACK TO SCHOOL WHEN I AM...

FEVER FREE FOR 24 HOURS WITHOUT FEVER REDUCING MEDICATIONS (i.e. TYLENOL, MOTRIN, etc.)	SYMPTOMS ARE GETTING BETTER AND FEVER FREE FOR 24 HOURS	COUGH IS UNDER CONTROL AND IS NOT DISTRACTING STUDENT FROM SCHOOL ACTIVITIES	NO VOMITING AND ABLE TO KEEP FOOD AND DRINK DOWN FOR 24 HOURS	FREE FROM DIARRHEA FOR AT LEAST 24 HOURS	FREE FROM RASH ITCHING OR FEVER. I HAVE BEEN EVALUATED BY MY DOCTOR IF NEEDED	TREATED WITH LICE TREATMENT AT HOME AND PROOF IS PROVIDED TO SCHOOL AND NO LIVE LICE	EVALUATED BY MY DOCTOR AND HAVE NOTE TO RETURN TO SCHOOL	RELEASE BY MY MEDICAL PROVIDER TO RETURN TO SCHOOL
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Keep your student home from school if they are too sick to comfortably participate in classroom and other school activities. Your student could spread a contagious disease to other students and/or school staff. We encourage you to seek medical advice if you have any doubt about sending your student to school. Your student should not return to school until they are fever or symptom free for 24 hours. If your student begins to show any of the signs of illnesses above, it will be necessary for you to pick up your student. Please keep all emergency contact information up to date. Please contact your school nurse if you have other questions or concerns.

Health Services

Physical exams and dental exams are required as part of our HS/EHS Performance Standards. Each child is required to complete a physical exam within 30 days and a dental exam within 45 days after enrolling in HS/EHS. These exams can discover any small problems the child may have before they become serious. Parents/guardians will be notified before the child receives any health services. It is the parent's/guardian's responsibility to see that physicals are completed. If you have difficulty completing physicals and dentals, contact your FA. Furthermore, to comply with Missouri State Daycare Licensing Regulations, children that have not completed their physicals within 30 days will not be allowed to attend HS/EHS until the physical is completed.

CAPNEMO has partnered with the Northeast Missouri Health Council to develop the Head Start to Healthy Lives program. This program aims to reduce barriers to children receiving preventative immunizations and medical and dental exams. This program deploys mobile medical and dental units to the Head Start centers. If you are interested in having your child(ren) seen by the Northeast Missouri Health Council professionals, please make sure to complete the enrollment packet at the center.

The mobile unit schedule is attached to the back of this packet.

0-3 EHS children are required to receive a physical at:

- 2 months
- 4 months
- 6 months
- 9 months
- 12 months
- 15 months
- 18 months
- 24 months

The parents/guardians will be notified before the child receives any health services.

Immunizations

State law requires all children in a day care setting to have current/up-to-date immunizations or be in the process of getting them. Please note, immunization schedules may change at any time. We follow the CDCs recommended immunization schedule as well as the Missouri Department of Health and Senior Services as follows:

2025 MISSOURI CHILD CARE AND PRESCHOOL IMMUNIZATION REQUIREMENTS

- All children must present documentation of up-to-date immunization status, including month, day, and year of each immunization before attending child care/preschool.
- The Advisory Committee on Immunization Practices (ACIP) allows a 4-day grace period. Children may receive immunizations up to four days before the due date.
- Missouri-required immunizations should be administered according to the current ACIP schedule, including all spacing, (CDC.Gov/ vaccines/schedules).
- Parent/Guardian (Imm.P.11) and Medical (Imm.P.12) exemptions are allowed. The appropriate exemption form must be on file. Unimmunized children are subject to exclusion from child care/preschool when outbreaks of vaccine-preventable diseases occur.
- To remain in child care/preschool, children "in progress" must have an Immunizations In Progress form (Imm.P.14) on file. In progress means that a child has begun the vaccine series and has an appointment for the next dose. This appointment must be kept and an updated record provided to the facility. If the appointment is not kept, the child is no longer in progress and is noncompliant. (i.e., Hep B vaccine series was started but the child is not yet eligible to receive the next dose in the series.)

Vaccines	Dose Required by Age																			
	Birth	1 Month	2 Months	3 Months	4 Months	5 Months	6 Months	7 Months	8 Months	9 Months	10 Months	11 Months	12 Months	13 Months	14 Months	15 Months	16 Months	17 Months	18 Months	19 Months to Early Kindergarten Entry
DTaP/DT				1	1	2	2	3	3	3	3	3	3	3	3	3	3	3	3	4+
IPV (Polio)				1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3+
HIB				1	1	1+	1+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	3+
Hepatitis B	1	1	1	1+	1+	2	2	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	3+
PCV (Pneumococcal)				1	1	2	2	3	3	3	3	3	3+	3+	3+	3+	3+	3+	3+	4
MMR																				1
Varicella																				1

(+: If a child has been immunized using the ACIP timing recommendations, he/she could have more than the required doses for child care.)



Rev. 12-24

Children birth to three must be as up to date as possible for all required immunizations. Please note: immunization schedules may change at any time. **An In-Progress Form will be needed for any changes or delays in the immunization cycle.**

In accordance with Section 210.003.7, RSMo, the parent or guardian of a child enrolled in or attending HS/EHS may request notice of whether there are any children enrolled at our facility with an immunization exemption on file. If you would like to request this information, please contact the

center director and the information will be provided to you. Please note the name or names of individual children are confidential and will not be released. Our response will be limited to whether there are children enrolled at our facility with an immunization exemption on file.

Allergies

For your child's safety, the Head Start center must know about any health problems your child has prior to entering the program. These allergies and special needs should be brought to the FA's attention when they help you complete the Child Health Assessment. All allergies of children will be posted or listed for easy access by staff; food allergies are posted in the kitchen and classroom. FAs will inform HS/EHS teaching staff/cooks/Bus Drivers of any allergies your child may have.

Lice Policy

If a child has head lice and/or body lice the child will be sent home immediately. If the parent cannot be reached to pick up the child, the child will be allowed to stay at the center but isolated from the other children. The child may return to the center after they have been treated. It is important to follow the directions on the lice shampoo bottle for the follow-up treatment. Every effort must be made to remove the dead nits from the hair shaft. The child will need to be checked daily by the teacher and the parent at arrival to ensure that re-infestation has not occurred. If this process is not followed, it will be addressed with the parent/guardian on an individual basis resulting in a no-nit policy. Head Start staff will assist the family, if needed. At no time will a child be allowed to attend if there are any possibilities of spreading lice to others.

Medications

If your child must take a prescribed medication during the time the child is in the center, the following protocol must be followed:

1. Medication must be brought in by the parent/guardian in the original container with doctor's orders clearly stated. No medication will be given without doctor's orders, this includes over the counter medication.
2. A parent consent form must be signed by the parent or legal guardian.
3. Staff are required to keep the medication in a locked storage container.

Health Screenings

Head Start/Early Head Start offers health services for your child during the school year. Health screenings and exams are completed so that early diagnosis and treatment of any existing health issues can be addressed. Routine health screenings/exams allow health issues to be identified and treated before they become serious and costly.

Vision, Hearing, TB, Hematocrit or Hemoglobin, Blood Pressure, Growth, Speech/Hearing Developmental and Lead Screening must be completed within 45 days of enrollment.

Screening	Explanation
Vision (acuity and strabismus)	Screening conducted to detect near or far-sightedness or cross/lazy eyes.
Hearing (use pure tone and impedance audiometer)	Check for deafness and fluid in the ears. Needs to be corrected to prevent speech impairment.
Tuberculosis (TB Risk Assessment)	In recent years, there have been some cases of TB in northeast Missouri. TB is a contagious lung infection which requires medical treatment.
Hematocrit or Hemoglobin	This is a simple blood test used to check for anemia (iron deficiency). If anemia is identified, a nutrition goal is set for the child. Parents/guardians and teachers work toward that goal.
Blood pressure	Check for and treat high or low blood pressure.
Growth (height and weight 3 times per year)	Done as an indicator of the child's development and nutritional status. Goals will be made for under/overweight children whose weight is not appropriate for their height.
Brigance/Dial4/Speech/Hearing	Each child will receive a developmental screening (ASQ, Brigance or Dial4) The screening is designed to identify children who may need special services. Children are screened in the areas of Visual Motor, Gross motor/body awareness, language and cognition skills. Each child also receives a short speech screening. This screening targets children who may have a speech problem. The results of the screening are shared with parents/guardians at the first parent/teacher conference.
Desired Results Developmental Profile (DRDP)	Each child is also assessed using the DRDP Assessment. This assessment tool provides the teacher with critical information in planning a developmentally appropriate curriculum to meet the needs of each child. Your child's teacher will do the initial assessment in the fall, the second assessment in the winter, and the third assessment in the spring. Your child's teacher will meet with you to plan developmental activities for your child to work on for growth throughout the school year.

Parent, Family and Community Engagement

Home Visits and Parent/Teacher Conferences

Home visits are a HS/EHS requirement. A minimum of three (3) home visits by education staff and FA will be made during the program year. In addition, the education staff will also conduct a minimum of two (2) parent-teacher conferences with each family. These visits can be beneficial for everyone involved. Some of the things you can expect are:

- Social service, health, and child development education
- Short- and long-term goal planning
- Continuing encouragement
- Referrals for needed services

A minimum of three home visits will be made during the program year by FAs (Teachers will accompany them on two (2). Home visits provide parent(s)/guardian(s) and program staff with opportunities to make associations between home and center settings. Home visits also build positive relationships between families and staff; and focus on family strengths, interests and goals with the opportunity to discuss the Head Start/Early Head Start child's development and education. Home visits will be scheduled at a time and location that is mutually convenient to the parent/guardian and staff.

It is very important to keep the appointment, but if it is necessary to reschedule please contact the center prior to the home visit.

Two parent/teacher conferences will be held during the program year by the Education Staff. These conferences will be scheduled at a time that is convenient for both the parent/guardian and the teacher and will be held at the center.

Field Trip Policy

Head Start/Early Head Start educators recognize the immeasurable value of well-planned field trips. We know that young children learn "by doing" and by having "hands-on" experiences. With careful planning these trips can be safe, happy events for everyone involved. The following policies are implemented to ensure the educational value of the trip and to ensure the safety of all persons involved:

Planning-- All teaching staff will plan and organize the field trips in accordance with the form provided.

Extra adult volunteers are needed to ensure a safe and successful field trip. The child/staff ratio is stricter on field trips than in the classroom: 4 children to one adult for HS and 2 children to each adult for EHS. Adult volunteers will be given specific duties during the field trip. The adult volunteers should know the purpose and objectives of the trip and know what they will be seeing on the trip. This will enable them to talk with and answer questions of the children in their group.

Notification -- Parents/guardians are to be notified, in writing, about the planned trip at least 3 days in advance.

Permission -- Licensing rules require "written parental consent be on file for each field trip."

Transportation -- Head Start children will travel in a Head Start insured vehicle, unless they travel with their own parent(s)/guardian(s). Any person riding in a Head Start vehicle is insured, but any younger child must ride in an approved car seat when required by law.

Walking -- There are times when a walking field trip would be appropriate. These trips must also be planned (using the form). Parents/guardians will be notified, and the safety checklist will be used. Short, unscheduled walks may be taken without parental notification. These unscheduled outings shall be discussed with the parent(s)/guardian(s) at the time of enrollment.

Field Trip Safety

- When going on field trips, each child will wear a tag that includes the child's first name, the center name, center address and center phone number.
- The children will understand clear, simple limits. Behavior Management is the responsibility of the adults in charge. That adult has the authority to stop the trip at any time and return to the center.
- The adult in charge will have a plan for dealing with emergencies. Medical treatment permission cards and emergency phone numbers will be taken on the field trip
- There will be a ratio of one adult per four children for Head Start and one adult for two children in Early Head Start.
- A safety checklist will be used by the adult in charge to ensure that emergency prevention measures have been taken.
- Post a note or sign on your door.

Transition Planning

The following are four types of transitions that may take place during a family's participation in the Head Start Program:

1. The transition from Head Start Prenatal Services to Early Head Start
2. The transition from Early Head Start to Head Start or another community based preschool program
3. Transitions within any of the HS/EHS programs, which may include a child moving from one program option or classroom to a different program option or classroom
4. The transition from Head Start to Kindergarten

Regardless of the type of transition, CAPNEMO HS/EHS established the following procedures to support successful transitions for HS/EHS families:

- Coordinate with the schools or other agencies to ensure the individual HS/EHS children's relevant records are transferred to the school or next placement in which a child will enroll from earlier placements;
- Encourage communication between Prenatal, HS/EHS staff and their counterparts in the schools and other child care settings including principals, teachers, social workers and health staff to add stability to the program;

- Initiate meetings involving HS/EHS Teachers and parents/guardians and kindergarten or elementary school teachers to discuss the developmental progress and abilities of individual children;
- Initiate joint transition-related training for Prenatal, Early Head Start or Head Start staff and school or other child development staff;
- Transition planning of children from Early Head Start or Head Start will begin 6 months prior to the anticipated transition date, if possible.

CAPNEMO Head Start will:

1. Assist parents/guardians in becoming their child's/children's advocate as they transition both into Early Head Start or Head Start from the home or other child care setting, and from Head Start to elementary school, a Title 1 of the Elementary and Secondary Education Act preschool program, or a child care setting.
2. Work to prepare parents/guardians to become their child's/children's advocate through transition periods by providing a staff-parent/guardian meeting to be held toward the end of the child's participation in the program. This meeting helps parents understand the child's progress while enrolled in Early Head Start or Head Start.
3. Promote the continued involvement of HS/EHS parents/guardians in the education and development of their child/children upon transition to school, grantee and delegate agencies must:
 - a. Provide education and training to parents/guardians to prepare them to exercise their rights and responsibilities concerning the education of their children; and
 - b. Assist parents/guardians to communicate with teachers and other school personnel so that parents/guardians can participate in the decisions related to their children's education.

In addition to the above, Kindergarten Transition plans follow these guidelines:

1. The public school will be contacted by Head Start and a visit to the Kindergarten Class scheduled, if possible.
2. A parent meeting or home visit will be conducted by Head Start to inform parents/guardians of Kindergarten Expectations.
3. A Kindergarten Transition packet of information will be given to each family in the spring proceeding the new school year.
4. Families will be responsible to register their child/children with the public schools as scheduled by the school district. The following items need to be provided by the parents/guardians at this time: birth certificate, social security card, immunization records, and proof of residency.

Parents/guardians must sign a Kindergarten Transition plan agreement to validate that the transition plan was scheduled and did occur.

Social Services

Head Start's social services component works to link the family with community services and resources.

Family Advocates work with Head Start/Early Head Start families to:

- See that the family receives all services to which they are entitled
- Assist in using existing community services and resources
- Help with the HS/EHS program planning
- Consult with other HS/EHS staff
- Reduce problems that could keep the child from being in childcare
- Make home visits to help meet the family's needs
- Transport parents/guardians and children to appointments when necessary
- Help arrange baby-sitting services when parents/guardians are involved in HS/EHS activities
- Assist in parent/guardian education
- Cooperate with the Health Services specialists to carry out the medical/dental program
- Work to create better social service programs in the community
- Help to identify eligible children for the program

Volunteering

Through volunteering, parents/guardians as well as children have opportunities to grow and learn; the benefits to both are more than doubled. As parents/guardians develop skills, make friends, and assume responsibility in HS/EHS, they feel better about themselves and their children. Children then take pride in their parent's/guardian's accomplishments and feel more confident in themselves. The combination of increased confidence, proud role models, and high parental expectations helps the child to profit from the program's services. Additionally, families maintain advantages of HS/EHS in future opportunities/endeavors. Please ask your FA or your child's teacher for ways you can volunteer.

The following are several opportunities for HS/EHS parent/guardian participation in the program:

- Join in making decisions about what kind of program to have and how it will operate
- Participate in the classroom as volunteers and observers
- Participate in adult activities, which they have planned as primary educators, work with their own children with the support of the Head Start staff
- Assist with field trips
- Read stories to children
- Assist office staff
- Monitor on buses
- Help prepare newsletters

Volunteer Process

1. Meet with the center supervisor and complete required documentation.
2. Establish a volunteer work schedule and discuss possible volunteer duties with the Center Supervisor or Family Advocate.
3. Sign-in on Visitor sign-in sheet each day of volunteering.
4. Wear appropriate Volunteer attire and identification.
5. Sign an In-Kind form provided by the Center Supervisor or FA.
6. Arrange the next schedule of volunteer hours.

If you are interested in volunteering in the classroom or office, please ask your FA for a volunteer handbook. It has all the information you need to be a successful volunteer.

Volunteer Guidelines for Helping in the Classroom

- Know the physical layout of the room; notice where things are kept.
- Participate in group activities; sit with the children.
- Get down on the child's level when interacting with them.
- Call the teacher's attention to a child who looks sick or to any injury that occurs in the classroom, on the bus, or on the playground.
- Take care of equipment and help the children put things away.
- Dress comfortably and appropriately for participation; jeans are acceptable.
- Encourage children to dress and undress themselves but assist when needed.
- Ask the teachers about your child and their activities to increase your understanding of their development and how the curriculum works.
- When you are assigned to an area; please stay with it until you are asked to do something else or the child moves away entirely, and you are no longer needed there.
- Make sure the room is in order before leaving.
- Do not interpret children's artwork, block building, or woodwork by giving it a title.
- Do not interfere except in case of danger or actual physical injury.
- Do not engage in conversation with other adults; always focus on the children.
- Do not criticize or discuss individual children with anyone other than the teacher.
- Questions/comments should be handled with the teacher or supervisor professionally.
- Be friendly and accessible to the children. Learn their first names then call them by their first names.
- If a child gets wet, or if there are toilet accidents, notify the teacher immediately. Do not embarrass the child.
- Make known your ideas, suggestions, etc, to the staff outside of class time so that the teacher can make use of these in the classroom. Be involved with staff in lesson planning on a regular basis.
- If you have a special skill or talent, discuss it with the staff outside of class time so they can make use of it in the classroom.

Volunteer Tips to Help with Guidance and Discipline

- Involve an idle child. Find a special game or puzzle for just the two of you, or perhaps go with him/her to interest the child in group play.
- Help distract disruptive behavior.
- Direct a wandering child back into the story group.
- Try to see the entire group at all times.
- Let the teacher handle your own child when a problem occurs.
- Feel free to give your child the individual attention he/she may want from you.
- NEVER spank or hit a child.
- Do not discuss children's behavior or problems in their presence.
- Do not tell a child that he/she is bad or make an example of a child's naughty behavior.
- Do not be surprised or shocked at things children may do or say. Children will sometimes use inappropriate language and swearing to get a reaction from an adult. Avoid reacting to such things; ignore this situation, but feel free to mention it to the teacher. Give directions in a positive way with as few words as possible.
- Give the children sufficient time to try to work out solutions to their own problems; for themselves.
- Avoid situations which encourage competition and comparison.
- Give the child a choice only when there is a legitimate choice for the child to make. Say "It is lunch time now" rather than "Do you want to eat now?"
- Read the posted rules in the area you are in about specific procedures followed by the staff in working with the children.
- There are specific procedures and rules in areas of the classroom. Please read them and use them when interacting with the children.

If you are interested in volunteering in your child's/children's center, please contact your center's director, FA, or teacher. Parents/guardians come from diverse backgrounds and have a variety of educational training levels and skills. **The educational training and skill level of a parent/guardian makes no difference in whether a parent/guardian can volunteer at Head Start.**

Volunteer In-Kind

Definition: Donations from a non-federal source that can be used to match Federal Program funds. In-kind is sometimes referred to as "non-federal share."

For every \$4 of federal funds we receive, we are mandated to match with \$1 of in-kind. Non-federal in-kind costs are no different than costs charged to the federal share. This means donations or time volunteered to our program must be valued at what we would generally pay for the items donated or services provided. Below are examples of justifiable in-kind:

- Donations of supplies or program materials to HS/EHS.
- Volunteering in classroom, kitchen, and office
- Learning Connections (predetermined activities to do at home with your child, e.g. reading to your child, suggested activities for children to help parents in the home, e.g. household

- chores, etc.). Parents must sign and date the form
- Field trip activities and/or supervision
 - Attending center activities
 - Policy Council or Parent Group meetings
 - Maintenance provided in the center or on the playground, e.g. cleaning, painting, constructing, repairing, supervising children at play, etc.

Parents are to fill out an in-kind sheet each time they participate in any activity or provide any services and/or donations.

Parent Involvement

Successful parent involvement is based on trust among staff and parents/guardians and the desire to work together. The following are four reasons, among many, for involving parents/guardians:

1. Parents/guardians have a primary responsibility for their child as a child's first teacher. Although they delegate a limited amount of it to staff, it is the right and responsibility of parents/guardians to participate in decisions regarding their child's care and education, including direct involvement in decision making groups within HS/EHS. A parent/ guardian's influence on their child is greater and longer lasting than the staff's.
2. HS/EHS strives to meet the needs and interests of the families enrolled. When the staff share knowledge, skills, and experience with parents/guardians, they ultimately are helping the child as well as the entire family learn and grow. Workshops and training sessions for parents/guardians are held on a regular basis throughout the year. Staff will work with families on achieving more formal education goals, such as receiving a high school diploma/GED or learning English as a second language (ESL).
3. Children need to feel good about their background. They are reassured by the mutual demonstration of respect, appreciation, and trust among the most important people in their lives: **their parents and/or guardians and teachers.**
4. A child needs to receive messages about their worth and expectations for their behavior, which should be clear and consistent. Conflicts can be minimized if parents/guardians and staff clarify, communicate, and understand each other's vision. Staff can learn from parents/guardians what is healthy and effective in family teaching styles, just as parents/guardians can learn alternative child-rearing methods. Both need opportunities to watch, talk and work with each other.

Parent/guardian involvement in the education of children extends beyond participation in class-oriented activities to the reinforcement of developmental gains in the home. Interactions between parents/guardians and a child in the home are important to the child's growth and development. Most parents/guardians are eager to participate in the classroom activities and experiences of their children's world and to reinforce these experiences at home. Supportive activities should include both home and center-based experience.

Parent involvement is not just participation in activities, events, and programs, which make up a child's world. Involvement includes:

- understanding a child well enough to know what certain moods imply
- understanding how the child deals with difficult situations
- understanding what soothes and what agitates the child

Involvement includes valuing the child enough as an individual to work at building a mutually satisfying relationship. Real involvement requires a total commitment.

Parents/guardians are highly encouraged to volunteer anytime the center is open; however, volunteering by parents/guardians is not required in order for a child to attend. The following are examples of how parents/guardians can participate:

1. Working in your own home with your child by completing Learning Connections and IMIL (I Am Moving, I Am Learning) Connections weekly
2. Participating in home visits and parent-teacher conferences
3. Planning, developing, and attending parent activities
4. Collaborate with the Head Start classroom and program by
 - a. Attending and supporting the monthly Parent Committee meetings
 - b. Serving as officers of the Parent Committee
 - c. Serving as elected members of the Policy Council
 - d. Electing parents/guardians to represent them at Parent Committee meetings and Head Start Policy Council meetings
 - e. Serving on the School Readiness Leadership Committee and/or Health Advisory Committee

Parents/guardians come from diverse backgrounds and have a variety of educational training levels and skills. The educational training and skill level of a parent/guardian makes no difference in whether a parent/guardian can volunteer at Head Start/Early Head Start!

Male Involvement

All men involved in the lives of CAPNEMO HS/EHS children have the opportunity to significantly influence the children's social development, health and emotional well-being. Children guided by responsible male caregivers have the opportunity to experience the unique male perspective.

CAPNEMO Head Start/Early Head Start celebrates and enhances the male parenting role by:

- Encouraging responsible fathering/male role modeling
- Helping children and men relate and connect
- Educating men about parenting
- Creating opportunities for individual and group male involvement and leadership

Hiring Parents

CAPNEMO has a history of hiring parents for available positions for which they are qualified within the agency. Any time there is an opening in the agency, the job is posted in-house first and then opened to the public. All publicly open positions are posted in every center. Job openings are also posted on the agency website <http://www.capnemo.org> and on our Facebook page.

Parent Group

The local parent group is made up of parents/guardians of children currently enrolled in the HS/EHS Center. The purpose of this group is to establish two-way communication between staff and parents/guardians. Parent Groups also provide an opportunity for parents/guardians to increase their knowledge through training on selected topics and to encourage maximum involvement of parents/guardians and the community.

Parent Training

Based on the results of the Parent Interest Survey, the parent group will determine the training schedule for their group for the year. The FA is responsible for completing the training schedule and securing speakers for each topic selected.

Purpose of the Head Start Policy Council

The Policy Council is an advisory group made up of parent/guardian and community representatives elected by local parent groups. The Policy Council:

- Assists the Head Start Director in the planning and decision-making processes for the Head Start Program.
- Serves as a link to Parent Groups, the Agency Board of Directors, public and private organizations and the communities they serve
- Participates in the annual Head Start Program Self-Assessment
- Must approve Grant Applications; Program Procedures, Policies and Plans, New Hires, Terminations and Transfers of Head Start staff excluding the Head Start Director, ERSEA (Eligibility Recruitment Selection Enrollment Attendance), etc.

Each county will elect a parent representative and alternate at the first parent meeting after the commencement of classes of the new Head Start Preschool Program Year for a total of five (5) representatives. The Head Start 0–3 Program will elect one (1) parent representative. Local parent groups will nominate a community representative. From the list of nominees, the local parent groups will elect three (3) community representatives. Community representatives must be approved by the Policy Council.

It is important that the representatives of the Policy Council be parents/guardians who attend regularly, and actively participate in the meetings. As a parent/guardian, it is important that you

carefully consider who you want to represent you on this council. Parents/guardians who are not members of the Policy Council are encouraged to attend meetings of the council, if they desire.

Parent Participation on Community Organization and Boards

CAPNEMO encourages parents/guardians to be active participants in community organizations and boards that strive to build stronger, safer, and happier families and communities.

A few community organizations affiliated with the CAPNEMO HS/EHS Program include:

- Northeast Missouri Caring Communities
- Northeast Missouri Health Council
- Health Departments
- University Extension Services and Offices
- School Districts
- Parents as Teachers
- Ministerial Alliance
- Habitat for Humanity

Grievance Procedures

If a parent/guardian or community person has an issue, grievance, or complaint they feel needs to be addressed and/or resolved, the following procedure should be followed:

1. The problem should be brought to the attention of the Center Supervisor or Family Advocate. (If the grievance is regarding the Center Supervisor, then the grievance should be brought to the Site Supervisor.)
2. If a problem cannot be resolved at the center level, then it shall be brought to the attention of the Site Supervisor.
3. The grievance must be presented in writing, signed by the complainant with documented details and dates when the matter was discussed with the center staff members.
4. The Center Supervisor or Site Supervisor will assist the parent/guardian in the process if necessary.
5. If the problem cannot be resolved quickly by discussing it with these Supervisors, then the Supervisors will arrange a meeting with the complainant, and, if pertinent, the person who the complaint concerns as well, to discuss the problem and to work out a solution.
6. If the problem cannot be resolved at that level, the problem will be presented to the HS/EHS Director, with documentation of the meetings held with the center supervisor or site supervisor.
7. The Director will call an additional meeting with the persons involved if it is deemed useful or

necessary to resolve the problem.

8. If the problem cannot be resolved with the involvement of the Head Start Director, the problem can be brought to the attention of the Executive Director.
9. If the problem cannot be resolved with the Executive Director, the problem can be taken to the Area Policy Council for input and recommendations.
10. If the problem cannot be resolved on any other level, the problem can be presented to the Board of Directors by the Executive Director.
11. The content of all such meetings will be carefully documented and will remain on file.
12. The decision of the Board of Directors is final. There is no other resource within CAPNEMO.

Community Resources

Here is a list of commonly used resources within our five-county area. Your Family Advocate has a complete Community Resource Book available to parents at the Head Start/Early Head Start center, give him/her a call or stop by and they will be happy to help you.

Children's Division

Food stamps, Medicaid, Healthy Blue, Childcare Assistance, income maintenance programs, child abuse/neglect investigation, adoption, and foster care.

Adair: (660) 785-2440

Clark: (660) 727-3393

Knox: (660) 397-2297

Schuyler: (660) 457-3792

Scotland: (660) 465-8549

Child Support Enforcement

Assist in locating absent parents and collect past due child support.

(660) 465-7246

Employment Security

Pay unemployment insurance benefits and assist applicants in finding employment and outline addresses for unemployment 660-785-2400 or 1- 800-320-2519.

Website: www.unemploymentoffice.net

Housing Authority

Low income housing and rental assistance.

Adair: (660) 665-8539

Clark: (660) 727-2013

Knox: (660) 397-2394

Schuyler: (660) 457-3030

Scotland: (660) 457-7281

Lifeline Pregnancy Resource Center

Free services which include: Pregnancy Tests, Ultrasounds, Options, Counseling, Health & STI Information, Education, and Referrals: (660) 665-5688

WIC

Nutrition education, counseling, appropriate nutritious WIC approved food package according to whether the client is an infant, child, pregnant, breast-feeding, or teenage postpartum mom.

Adair: (660) 785-3237

Clark: (660) 727-2356

Knox: (660) 397-3396

Schuyler: (660) 457-3721

Scotland: (660) 465-7275

Health Department Clinics

Adair County Health Department

www.adair.lphamo.org

1001 S. Jamison

Kirksville, MO 63501

(660) 665-8491

Office Hours: M-F 8:00-4:00

Schuyler County Health Department

www.schuylercohealth.org

213 S Green Street

Lancaster, Missouri

(660) 457-3721

Office Hours: M-F 8:00-4:00

Scotland County Health Department

www.scotlandcountyhealth.com

214 W. Madison

Memphis, MO 63555

(660) 465-7275

Office Hours: M-F 8:00-4:00

Clark County Health Department

www.clarkcountyhd.org

670 North Johnson

Kahoka, MO 63445

(660) 727-2356

Office Hours: M-F 8:00 - 4:00

Knox County Health Department

www.kchdhomehealth.com

207 North First

Edina, MO 63537

(660) 397-3396

Office Hours: M-F 8:00 - 4:00

Safety

Supervision Policy

The purpose of this policy is to ensure that children are always under the supervision of a qualified adult while under the care, custody and control of Head Start. This policy is to be posted next to the license where those entering the facility can easily view it. This policy replaces the “Child Safety Transition Plan.”

Authority:

This policy addresses Head Start Performance Standard 1302.47(a), 1302.47(b)(5) and 1302.21(b) and Missouri Licensing Rules for Group Child Care Centers 19 CSR 30-62.112 and 19 CSR 30-62.182(1)(A),(D).

Related Policies and Procedures:

See also Playground Safety Policy and Procedures.

Care, custody and control:

The Missouri Department of Social Services defines care, custody and control as “Care, custody and control means the exercise of supervision over a child under age 18 through the ability to control, dictate, coerce, persuade or require a child to act or perform in some desired manner. This type of control or supervision can only be exercised by a person who has parental authority or by a person to whom such authority has been granted by the person who actually has such authority. Parental authority as used here is the responsibility for the care, nurturance and socialization of the child, including providing for the physical and emotional needs of a child.”

Responsible Parties:

The first job of Head Start staff is to ensure the safety of the children in their care. This means that any/all staff member(s) that are in the classroom or on the bus or playground etc. are responsible for the care, custody and control of the child(ren) present. Teachers and aides have care, custody and control of their class of children. The bus driver and aide have care, custody and control of the children on the bus. If a staff member is covering teacher breaks in the classroom or on the playground then they have care, custody and control of the children. It will be the responsibility of the Center Supervisor to ensure that the center staff are following this policy.

Staff Sign-in:

Classroom staff names and pictures will be posted in each classroom so that visitors will be able to identify the responsible adults. Staff will utilize a sign-in/sign-out system. This will include

signing-in/out when their shift in the classroom begins/ends and when going/returning from breaks. The sign-in sheets will be turned in to the center supervisor at the end of each week.

Child Sign-in and Attendance Records:

In instances where parents transport their children to the center, the parent will sign their child in using the tablets with the Attendance App from ChildPLUS which includes the time of arrival/departure and the signature of the individual bringing/picking up the child. For children that are transported by bus, the bus driver will have the parent/guardian sign at pick-up and drop-off. Staff will NOT release a child to anyone who is not on the approved list from the parent/guardian(s). Parents need to inform the center of any change in the normal pick-up routine, including time of pick-up or who is picking up the child. **Staff cannot accept changes to the approved list over the phone; a change of information form must be completed before someone new can pick up a child.** If the staff member does not know the individual who is picking up a child, then a photo ID needs to be requested of the individual to verify who they are.

Attendance records will be maintained using the ChildPLUS attendance application.

Clothing

Think of your child's comfort and provide simple clothing that is free of complicated fastenings. Art, cooking projects, and outside play are fun, but often messy, so keep in mind the washability of the clothing. We will do our best to protect your child's clothing, but preschool can be messy.

Provide weather appropriate clothing for your child throughout the school year. Weather in Missouri can change dramatically and quickly. Be sure your child has a jacket, hat, and gloves available when he/she needs them. We will be going outside throughout the year, weather permitting. We request a full set of extra clothing to be kept at school in case of accidents or spills.

Please make sure the extra clothes you have at school are season appropriate. If your child brings home soiled clothing, remember to send replacement clothes. If your child wears home any extra Head Start clothing, please be sure they are returned, as our supply is limited.

NOTE ON SHOES:

With so many materials we use inside and outside (blocks, tricycles, etc.), there are many possible items that can be dropped or rolled over a child's toes/feet. Therefore, we request that children wear shoes that enclose their feet/toes such as tennis shoes, boots, sneakers, gator shoes, etc. **Please keep any open toed shoes (such as sandals, flip-flops, etc.) at home.**

The Weather and Playing Outdoors

Children will be taken outside to play as often as possible, weather permitting. If the temperature (wind chill) is between 20° to 32° the children can go outside for up to 10 minutes. If the wind chill is

above 32° and the heat index is below 90° the children can stay outside for their whole scheduled time (1/2 hr for part day centers, 1 hour for full-day centers). If the heat index is between 90° and 100°, the children may stay outside for up to 10 minutes. Especially during warmer weather, water and shade will be provided to the children while playing outside. Therefore, it is very important for your child to be dressed appropriately for the weather which can change from morning to afternoon. These guidelines are taken from the Child Care Weather Watch, Missouri Department of Health and Senior Services, Section for Child Care Regulation. The Weather Watch is posted in each center and available online at <http://health.mo.gov/safety/childcare/news.php>.

Child Abuse/Neglect Policy

All CAPNEMO HS/EHS staff members are required by Missouri law to report suspected cases of child abuse or neglect to the Department of Family Services child abuse and neglect hot line.

We think that it is important for you to know that we are mandated reporters. If we make a report, it is because we are concerned about your child. Head Start desires that all children have the opportunity to be the best they can be. If we report suspected abuse or neglect, we will be there to support you and help you make changes to improve both your life and the life of your child.

The following definitions may be helpful:

Abuse - Any physical, sexual or emotional abuse inflicted on a child other than by accidental means by those responsible for his/her care, custody, and control. (Discipline, including spanking, administered in a reasonable manner shall not be construed as abuse.)

Neglect - Failure to provide, by those responsible for the care, custody, and control of the child, the proper or necessary support, education as required by law, or medical, surgical, or any other care necessary for his/her wellbeing.

If you think that you or someone else is abusing or could abuse your child, please ask for help. Asking for help is hard to do, but by asking you are taking control of the situation instead of allowing the situation to control you.

Child Abuse/Neglect Allegation of Staff

If a CAPNEMO staff member is investigated for possible child abuse/neglect—as soon as CAPNEMO becomes aware of such an investigation, that staff member will be immediately notified and asked to leave the center and will not be allowed to return until such time as the allegation is determined to be True or False (substantiated=True or unsubstantiated=False—no Abuse/Neglect was found to have happened by the investigating authority—Missouri Department of Social Services).

If the allegation is unsubstantiated—the staff member will be immediately notified and can resume their normal work schedule/activities as before.

If the allegation is substantiated—the staff member will not be allowed back at the center indefinitely and appropriate personnel action will be taken.

Injury/Accident Guidelines

When any child has an accident or injury, a staff member will immediately attend to that child and, if necessary, administer proper first aid. A staff member will fill out the Injury/Accident Form and provide a copy for the child's parents/guardians.

****Any injury to the child's head will be considered a serious injury and the parents/guardians will be notified immediately.***

Life Threatening Emergencies

In case of a life-threatening emergency involving HS/EHS children or staff, a staff member who is trained in first aid will assist the injured child/staff member. Another staff member or volunteer will call 911 or local ambulance service. An attempt will immediately be made to notify the injured party's parent/guardian or emergency contact. The child will be taken by medical services to the nearest medical facility for treatment per parents/guardians consent on the Child's Emergency Release Form (on file at the Center).

Non-Life-Threatening Emergencies

If a child has an accident or injury that is non-life threatening, center staff have an emergency file with contact numbers, e.g. the child's parents/guardians, caregiver, child's doctor and dentist, and who will take the child to the appropriate medical care provider. These emergency contact numbers are very important. The person should be easy to contact and preferably have a phone. These qualifications may be vital in providing the best medical emergency care.

****The above procedures will also be followed in the event of an emergency during activities away from the HS/EHS centers.***

Safety/Threats

In the instance a center "experiences" a threat—whether it is seen/heard/read or reported by another individual—all threats will be taken seriously, and appropriate action pursued (for example, contacting law enforcement, etc.).

Staff will complete a "Threat Report Form." This form will be filled out for all threats, whether a child is making the threat to another child or adult; or an adult is threatening another adult or a child.

Emergency/Crisis Plans

Northeast Missouri Community Action Agency has developed individual emergency/crisis plans relevant to each facility.

Each facility has identified locations for Emergency non-evacuations and evacuations for the following crisis:

- Fire
- Tornado
- Outdoor hazards/Non-Relocation
- Neighborhood Relocation: Within walking Distance from facility, approximately 1 mile
- Community/Out-of-Neighborhood Relocation: 5 to 10 miles from facility

Each facility has written documentation containing emergency contact numbers for public service agencies, television and radio information and staff contacts, which is placed in the center child files and provided to the family. Additionally, a copy is posted next to all telephones, in the Emergency/Crisis Tote bag and a copy is retained at Central Office.

Each facility has established a written contract with each relocation shelter both Neighborhood and Community/Out of Neighborhood. The original form remains in center files and a copy is included in the Emergency/Crisis Tote bag. One copy is retained at Central.

Emergency Transportation Permission Agreements are completed by each family participating in any CAPNEMO Head Start/Early Head Start program. Original forms are placed in center files; copies are included in the Emergency/Crisis Tote Bags.

Emergency/Crisis Tote location posters are placed throughout the facility to identify the storage location of the emergency/Crisis Tote Bag for staff and visitors to quickly locate.

Emergency Plan

In the event of an emergency, HS/EHS has outlined the below response plan. Please know that HS/EHS will make every attempt to notify you so it is vital that you keep your emergency contact information up-to-date. Keep this handbook with you so that you will know how to contact us in the event of an emergency.

The Evacuation/Relocation Emergency Plan for your child and the center that they attend is attached as an appendix at the back of this handbook

Please make sure you have signed the Emergency Transportation Permission Agreement.

Emergency Care

In the event that a child, or all children are in need of a physical exam or emergency care, the child or children will be transported to the nearest medical facility for treatment per parents/guardians' consent on the Child's Emergency Release Form (on file at the Center) where they will be examined by a physician and you will be notified.

Notification

Every effort will be made to contact you as soon as the children and staff are safe. If we cannot reach you, we will contact your alternate emergency contact.

Children will only be released to you or your alternate emergency contact during times of emergency. Information about the event can be obtained through your radio station and on our web site at www.capnemo.org

Please rest assured that HS/EHS staff will remain with and care for the children at all times during an emergency to ensure the children's safety. As always, please don't hesitate to contact us if you have any questions or concerns.