



CHILD ADVOCATES
PARENT COACHES
OF SAN JOAQUIN COUNTY

ECE.FE.001



Family Handbook

IMPORTANT INFORMATION/PHONE NUMBERS

CENTER BASED
School Name & Classroom:
School Address:
School Phone Number:
Hours children are in the classroom:
Days:
Times:
My Child's Teaching Team is:
My ERSEA Technician is:

HOME-BASED EARLY HEAD START
My Home-Based Educator Is:
Home Visit Day: Time:



Dear Family!

Welcome to the CAPC!

On behalf of the San Joaquin County CAPC, we would like to welcome you to our Early Education Preschool Program. We look forward to serving you and your family.

Your child and family are very important to us. One of CAPC's goals is to provide your family with a positive, comforting and productive learning experience. Parents are encouraged to be an active part of their child's learning experiences through volunteering in the classroom and participating in the decision making process through the Parent Advisory Committee.

During your child's time in school he/she will be working on such concepts as letter and number recognition, developing social skills, language expression, identification of feelings, writing skills, and so much more. Each family will receive two Parent/Teacher conferences per year, strengthening the link between home and classroom.

In addition, CAPC works diligently to assist the family in as many ways as possible. Families may be referred to other community agencies and programs in the county if a need is identified. Not only is our goal to provide a quality learning experience to your child, but it is also to assist your efforts at independence and self-sufficiency.

Again, welcome to Child Advocate Parent Coaches—the first step to your child's academic success.

Sincerely,

The CAPC Staff



PROGRAM DESCRIPTION AND PHILOSOPHY

San Joaquin County CAPC offers several schools in the San Joaquin County area, which provide preschool and childcare services. We welcome the enrollment of all children with no exclusion to those who may have disabilities and/or special needs. We understand the requirements of the Americans with Disabilities Act (ADA) to make reasonable accommodations for such children and we implement those accommodations.

Our goal is to prepare children for kindergarten and to assist families to achieve independence and self-sufficiency. Child Advocates Parent Coaches (CAPC) provides services to children from birth through twelve years of age. All CAPC schools are licensed by the State of California.

All of our schools provide a safe and nurturing environment with an education-based curriculum for each age group. A daily schedule offers various hands on creative play activities and quiet individual time. We do not provide instruction or curriculum that is religious based in nature or involved with a form of worship.

Child Advocate Parent Coaches (CAPC) is a non-profit organization whose mission is to eliminate child abuse and neglect in San Joaquin County through prevention, intervention, and education.

Our centers are licensed by the State of California, Department of Social Services, and Community Care Licensing. We do NOT discriminate on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability.

We employ qualified and caring staff. Each staff member meets or exceeds all qualifications required by the State of California, Department of Social Services and the Department of Education. Staff must pass a health screening, criminal and child abuse index clearance and hold certifications in First Aid, CPR and Health and Safety. All state funded classrooms meet the following ratios: Infant Programs 1:3, Toddler Programs 1:4, Preschool Programs 1:8 and School Age Program 1:12. All Head Start classrooms meet the following ratios: Infant Programs 1:4, Toddler Programs 1:4, and Preschool Programs 1:10. Programs with combined funding adhere to whichever is most stringent.

Teachers and staff are anxious to provide information on parenting, child development, and health and safety issues. We encourage parents to be part of their child's learning and development through our Parent Advisory Committee. Always remember as a parent, **YOU** are your child's first teacher.



CHILD ADVOCATES PARENT COACHES OF SAN JOAQUIN COUNTY



CAPC is committed to protecting the children of our community, strengthening families, and giving hope to those seeking to break the sometimes generational bonds of physical, verbal, sexual, and emotional abuse. CAPC is a place where parents can learn to be better parents, children can heal from the wounds of abuse and neglect, and where families can improve their quality of life.

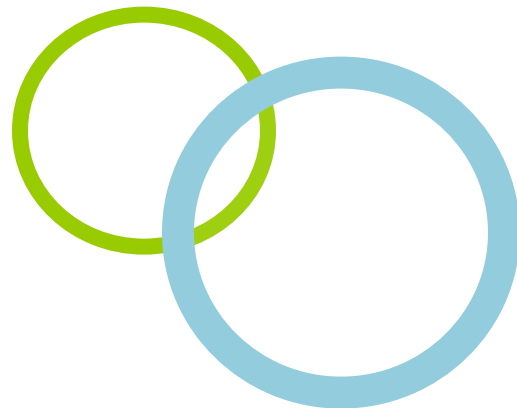


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I. School Readiness

Program Options

CAPC offers high quality early education and childcare programs to meet the needs of children and families in San Joaquin County.

- Head Start, and Child Development Programs - high quality part day and full day options are available for children ages 3-5 and their qualifying families.
- Early Head Start and Infant/Toddler Programs – nurturing care is provided for infants and toddlers ages birth to age 3 and their families.
- Home-Based Programs – Early Head Start services are offered in the family’s home for children birth to age 3 and their families as well as services to pregnant women.

Respite or Emergency Childcare

- Respite Care and Emergency childcare services are provided to clients who are in need of immediate childcare due to their family being in crisis. Crisis could refer to a client who is in need of childcare because they are stressed and in need of some alone time or someone who needs childcare to attend a medical or mental health appointment, court appointment, counseling services, drug rehabilitation services, to seek permanent housing, and so forth.
- Respite Care clients will have a contract service agreement for up to 3 months. When the client’s contract expires he/she will be placed on a waiting list for a minimum of 30 days. Thus, allowing for other families in need of respite care to be served. Respite care slots are limited, as these slots are not funded through our main grant sources.
- Emergency Childcare is usually considered on a day by day basis and is contingent to there being an available slot for childcare services. These clients are enrolled in the program to use our drop in services. Clients are required to call ahead of time to inquire as to whether or not there is availability for their childcare need. For example: you would call at 9 am daily to see if any of the enrolled children are out so there is room available for your child.
- Participants in the respite care program receive the same educational services during their enrollment at CAPC. They are also required to follow all of CAPC’s rules and guidelines.

Head Start and Child Development Preschool Programs

- In addition to the Creative Curriculum, our preschool education program is enhanced by implementing the Project Approach. The Project Approach promotes children’s learning by facilitating in-depth studies of topics that are based on children’s interests. Project topics encourage children’s exploration and manipulation of real objects. Literacy, math, science/discovery, social studies, art, cooking, and technology are incorporated into project investigations.
- Our curriculum is based on an anti-bias, multi-cultural approach. Families are encouraged to share their culture and traditions with children by volunteering in classrooms and by sharing related cultural materials.
- CAPC classrooms reflect high quality learning environments with interest areas that are rich in materials and activities that promote curiosity and problem solving. Educational activities are matched with the age of the children, their individual needs, interests and developmental level.

Children are given the opportunity to learn through self-initiated and teacher-directed activities in individual, small and large groups.

- We believe children learn by actively discovering concepts through experimentation, inquiry, and exploratory play. Workbooks, work sheets, coloring books, flash cards, dittos and pre-cut art materials are not used with the children because CAPC believes they do not stimulate intellectual growth or enhance children's creativity. Our education program supports children's intellectual, social-emotional, and physical growth.

Early Head Start (EHS) and Child Development Infant/Toddler Programs

- CAPC recognizes that the first three years of a child's life is a time of incredible growth and development.
- Our classrooms are warm, welcoming and safe learning environments designed to promote children's growth and development through active exploration.
- Early Head Start classrooms are staffed by nurturing and responsive teachers and caregivers.
- Our EHS and Infant/Toddler programs utilize the Creative Curriculum which Focuses on routines and experiences.

Home-Based Early Head Start Option

- CAPC's home-based program focuses on the family and child in their immediate family environment. This program option is grounded in the concept that parents are the first and most influential educators and developers of their own children. Delivery of Early Head Start services to the home has great potential to affect parent-child interactions and to enhance the child's development.
- Expecting mothers/fathers and infant and toddler children enrolled in our home-based program receive the same Early Head Start services that children in center-based programs receive.
- Our home-based staff supports parents to provide their children with developmental activities. They provide resources and make referrals for services to enhance services.
- A home educator comes to the home once each week for a 90 minute home visit. The home educator partners with parents to provide their children with experiences to support growth and learning.
- Full inclusion services, including at least two socialization experiences with peers, are planned each month. Twice a month, the parent and child meet with other home-based program children and parents where they have time to get to know one another and share interesting education experiences. We call these meetings "socializations."

Philosophy, Goals and Curriculum

Our goal is for every child to develop a love of learning and enter kindergarten with the skills necessary for school success.

- CAPC believes parents are their children's first teacher and that school readiness goals are achieved when teachers and families partner together.
- As valuable partners, CAPC teachers encourage and welcome parent contributions in all aspects of the curriculum.
- CAPC parents participate in setting educational goals for their children and share the responsibility for planning learning experiences and evaluating progress.
- CAPC promotes school readiness by implementing the research based Creative Curriculum for children ages birth to 5.

- Creative Curriculum provides a strong foundation to support children's growth in the areas of language, early reading, math, science, social studies emotional health, creative arts expression, motor skills and healthy practices.

Transitions

Transition means a change, a movement or a shift from something we are used to doing, to something new. Though transition into another CAPC program is not guaranteed, your child's transitions are very important for you, your child, and to CAPC staff. Transitions from home to Early Head Start, Head Start and State Funded Programs to kindergarten; are some of the most important and memorable changes you will experience with your child. CAPC staff takes great effort to ensure transitions for our children and families are as smooth and as positive as possible. We work with families to create thoughtful transition plans whenever there is a change from one environment to another. We also provide resources to other care providers if we are unable to accommodate a transition into another CAPC program.

Education Screenings and Assessments

Screenings

- In collaboration with the family, CAPC teaching staff screens each child within the first 30 days of school in the areas of speech and language, gross & fine motor skills, cognitive development and behavior. Screenings are conducted to help identify children that may be in need of additional services. All parents are informed about their children's screening results. CAPC staff use the Ages and Stages Questionnaire and the Ages and Stages Questionnaire Social Emotional (ASQ-SE) (behavioral development) for all children. If the child is enrolled in our Respite program, they are screened after they have attended for 5 days.

Educational Assessments

- CAPC uses the state mandated Desired Results Developmental Profile (DRDP) 2015 to assess students birth to age 5. Each child is assessed throughout the year in the domains of Approaches to Learning - Self-Regulation, Social and Emotional Development, Language and Literacy Development, English Language Development, Cognition Development including Math and Science and Physical Development and Health.
- Children with an IEP or IFSP are also assessed using the DRDP 2015 appropriate for their age.
- The DRDP 2015 is designed to be used as an observational tool. Teachers observe children in the classroom environment and then write their observations and review children's work. They determine a child's rating from their observations and from input from parent observations and other adults.

Individualization

An individualized plan is developed for each child based on the results of the DRDP 2015 Assessment and child goals are established in coordination with parents during parent conferences. Parent/guardian input is critical to the individualization process. Each teacher creates his/her lesson plan activities to meet the educational goals for all individual student.

Positive Guidance and Discipline

The social-emotional climate of the classrooms is a priority for all teachers. All children have the right to be treated with respect and to play and learn in a safe, caring and nurturing environment. The teaching staff utilize positive guidance techniques and developmentally appropriate practices in managing children's behavior. When and if undesirable behavior occurs, it is redirected.

CAPC staff utilizes the following strategies when responding to children's inappropriate behavior:

- Anticipate/eliminate potential problems that relate to the classroom environment.
- Redirect the child away from conflict or negative events to a more positive activity.
- Offer choices to the child.
- Assist the child to learn logical consequences to their actions.
- Encourage the child to respect the feelings and rights of others.
- Identify the triggers for the behavior and try to fill the need that the child is expressing
- Help the child to learn problem solving and conflict resolution skills.

Teachers also talk to children about why they are behaving a certain way, let children know what behavior is expected and why, and model and encourage expected behavior for children. Punitive types of discipline are not used. A child who is demonstrating difficulty in class will have a Child Support Plan that is developed by the teaching team and CAPC's Classroom Consultants. The Child Support Plan will be responsive to the specific behavior.

The teaching staff does not allow negative behavior to continue if it appears that a child will hurt him/herself, someone else, or damage property. We ensure that the program provides an environment that fosters the development of a positive self-concept and self-control, and conforms to the California Services, Community Care Licensing Requirements.

All efforts are made to identify strategies to reduce the likelihood of recurring undesirable behavior through on-going communication with the parent, evaluating the classroom environment, strategizing with the parent to identify needed resources, and when applicable, ensure that appropriate referrals are made.

The CAPC has adopted classroom expectations that help children and families feel secure and enhance learning. Each expectation was created to ensure collaboration and coordination amongst all CAPC staff, children and families.

CAPC Expectations:

We are Friendly

We are Safe

We are Respectful

Field Trips

An important part of your child's growth and learning can take place in the form of a field trip that is relevant to what has been taught or being taught in the classroom. Parents will be informed of each field trip through a letter in advance. A parent or legal guardian must sign a permission slip for all field trips. Adults, family members, or volunteers may be asked to assist and go on these field trips but will be under direct supervision of a teacher from the classroom at all times. When assisting on a field trip, parents and children must still abide by all CAPC expectations and guidelines. *All volunteers must compliant with SB 792. See page 24 for details.*

Field trips and in-house guests are planned around:

- The development level of the children.
- The children's current interests and experiences.
- The current classroom project or study

Celebrations

CAPC encourages celebrations throughout the year. The emphasis, however, must be on developmentally appropriate activities that support and nurture every child. These events are based on children's interests, rather than commercialized holidays.

Children's birthdays are very important and birthday celebrations are as unique as each child. However, the classroom's daily routine will not be changed to accommodate birthday celebrations. Children learn by example, and to reinforce the nutritional education in the classroom, the following ideas are suggested:

- Giving and/or reading a book to the child and classmates.
- Bringing educational toys to share.
- Bringing a baby book, other symbolic item, or a special family story to share.
- Leading a game.
- Performing magic acts.
- Leading a nutritious class project (protocol for change of menu must be followed).

Change of Clothing

At least one change of clothing should be kept at the school at all times. Clothing needs to be properly labeled with the child's last name and kept in some form of bag. Each child has a specially designated space to hold personal belongings. Please ensure that the change of clothing is weather appropriate and reflects the outside climate. Every classroom relies on donations for "extra clothing" and may have to call the parent if a change of clothing is not available for the child if it is needed.

****Please note that the school is not responsible for any personal belongings brought into the classroom.**

Transportation

CAPC does not provide transportation services.

Supplementary Services

CAPC does not provide supplementary services.



II. Parent, Family and Community Engagement

Family Engagement & Education

Family and Teacher Partnerships

CAPC emphasizes the importance of being actively involved during your child's education. Staff and families work in conjunction to have great on-going and open-communication relationships. Parents partner with teachers by exchanging valuable information about your child that will enrich their preschool experience. We encourage you to participate in activities that are of importance to your family.

Some of the benefits of participating in and supporting your child's learning include:

- Observe first-hand how children learn and grow.
- Increase your skills and knowledge.
- Locate community agencies that can assist your family.
- Aid the program in providing responsive, quality services.
- Share information concerning your child's progress and development.

Head Start/ Early Head Start Home Visits

- Home visits are the first step in building positive relationships between teachers, children and their families. The home visit provides time for you to share information about your child and for teachers to inform you about our program.
- Our program requires that your child's teacher conduct two home visits a year with you, and two family conferences.
- The first home visit will occur prior to entry into the program or within 5 days of enrollment.

Parent Conferences

- All CAPC Child Development Programs will conduct a minimum of two conferences per year.
- Teaching staff will discuss progress of child's development and strengths.
- Parents and teaching staff will collaborate to plan goals on how to help the child learn and develop at both school and home.

Family Engagement Opportunities with CAPC

CAPC provides families with a variety of ways to become actively involved in our program, such as:

- Attend an orientation to the program and the classroom to learn:
 - ✓ Program philosophy
 - ✓ Program Goals and Objectives
 - ✓ Program Activities
 - ✓ Eligibility criteria and priorities for enrollment
 - ✓ Fee requirements if applicable
 - ✓ Due Process procedures
- Attend two Parent/Teacher conferences per year to learn:
 - ✓ Screening and Assessment results for your child
 - ✓ Progress your child is making with their education
 - ✓ Ways you can help your child continue their progress at home and in the program
- Attend Parent Meetings with program staff to learn:
 - ✓ What's happening in the program and in the community
 - ✓ How to provide valuable input to the program and classroom activities

- ✓ Volunteer and job opportunities available to you and your family
- ✓ Information and training on a variety of topics of interest to you and other families
- Attend the Policy Council and/ or Parent Advisory Committee (PAC) to:
 - ✓ Advise the program on issues and concerns related to the families and children served by CAPC
 - ✓ Approve a variety of actions for the program
 - ✓ Provide vital input into planning, budgeting and staffing of the program

Family Partnership Building

At enrollment, family needs are assessed. When informed of a family crisis, staff will support the family in obtaining emergency aid (food, clothing, shelter etc.) or crisis assistance as needed. Sensitivity and care is taken to assess the nature and scope of the crisis in order to work with the family to discuss the level of support that is adequate yet comfortable and responsive to the families' specific needs/interests.



III. Nutrition Program

Our school is focused on providing children with good nutritious meals, and focusing on good eating habits. Through this process we encourage children to try new foods; we include a variety of dishes from various cultures, and encourage parent input and feedback on monthly menus. Our goal is to serve well balanced meals, and reduce the amount of salt, sugar, and fats that children ingest.

CAPC participates in the Child and Adult Care Food Program and consequently all families are required to complete a Meal Benefit Form. The Meal Benefit Form must be completed in its entirety, which includes the following applicable information: names of everyone in the household, amount of income for the entire family, foster child or kinship care allowance given to the child (only for foster children), social security numbers, race and ethnicity, and the benefits case number (only for families receiving public assistance).

Family-style eating is an essential part of our food program. Children are encouraged to serve themselves and to be actively involved in setting the tables and cleaning up. Participation in the meal process helps children develop personal responsibility. Teachers eat with the children and model appropriate behavior. During mealtime children learn about food and healthy eating habits as well as socialization, self-sufficiency, and manners.

**Menus are posted in the school and available for distribution.

Food Allergies & Special Dietary Requirements

Parents whose children have severe food allergies or need special nutritional modifications are required to notify the teaching staff immediately.

For food allergies, CAPC requires a statement from a medical provider (physician's assistant, or registered nurse). The statement must list the food(s) that the child may not have and what foods should be substituted. The teaching staff or ERSEA Technicians will provide you with the appropriate form. Food restrictions due to food allergies cannot be fully accommodated without a medical statement.

Special diets due to cultural, religious, and/or personal beliefs must also be documented in the child's file to allow us to provide substitute foods. A Request for Special Meals and/or Accommodations Due to Cultural/Religious/Personal Beliefs form is to be filled out by parents so that meal modifications can be made. A copy will be kept in the child's file and the classroom. The original will be sent to the ERSEA Department. This form is to be filled out with dietary restrictions clearly described and must list acceptable replacement foods.

CAPC's Infant Program provides formula for all infants. If a parent chooses to decline the school's offered formula, they will need to fill out the "Parent's Form for Declining Provider's Formula" form and furnish a formula that meets the Child Adult Care Food Program requirements for iron fortification and nutritional content. A list of iron-fortified formulas is attached to the form. Unless your doctor has prescribed a special formula, a medical statement will also be necessary. The teaching staff or ERSEA Technicians will provide you with the proper form to take to your doctor.

CAPC meals are served with consideration of food allergies and food intolerances, some of which can be life-threatening, and CAPC's food program depends on reimbursement for meals offered.

Food from Home

Please do not bring food for your child to eat in class. Home-prepared food may not be served at any CAPC school, in the classroom or at program-sponsored functions. When foods are brought from home, there is no way of monitoring the ingredients, preparation, appropriate storage or refrigeration and it ultimately disrupts the classroom. Leftover foods from classroom meals may not be sent home with families. We are very concerned about food safety and want to avoid the risk of food poisoning, which can occur when foods are not handled and stored safely. CAPC meals are served with consideration of food allergies and food intolerances, some of which can be life-threatening, and CAPC's food program depends on reimbursement from the Child and Adult Care Food Program for meals offered.

USDA Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at the *Filing a Program Discrimination Complaint as a USDA Customer page*, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

(2) fax: 202-690-7442; or

(3) email: program.intake@usda.gov

This institution is an equal opportunity provider.

IV. Health & Safety

Health Checks

Daily health checks are completed for all children upon arrival to the classroom by designated teaching staff. Children are observed for signs of illness that may include but are not limited to: general mood or changes in behavior, fever or elevated body temperature, skin rashes, unusual spots, or swelling, complaints of pain or not feeling well and other signs of illness as listed in section VIII. *Sick Child Policy* of this handbook. These signs of illness may prevent children from fully participating in the program and therefore will not be admitted for attendance. Upon return, children may need a doctor's clearance in order to attend.

Medical Emergencies

Should a child need medical or dental emergency services during the hours of attendance, teaching staff will contact the parent/guardian to inform them of the emergency. If the emergency is life threatening, teaching staff will call 9-1-1 and direct emergency services to take child to the hospital as named by parent/guardian on form *LIC 700 Identification And Emergency Information Child Care Centers/Family Child Care Homes*.

Physical Exams

All children must have a current physical exam within 30 days of enrollment. The exam must have been completed within the last year and have TB test results or physician's assessment of TB risk factors. Failure to comply with these health requirements may result in exclusion. All children in a CAPC program will follow the Early and Periodic Screening, Diagnosis and Treatment Schedule (EPSDT) for physical exams and TB thereafter.

Dental Exams in Head Start

All children in a Head Start program are required to have a dental examination within 90 days of enrollment (every 6 months thereafter) and to complete follow-up treatment as needed. Children in an Early Head Start program are required to obtain a dental assessment at each Well Baby Exam per the Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) Schedule and to complete follow-up as needed. We also encourage dental examinations in the other program options as well.

Immunizations

A current immunization record must be submitted prior to enrollment and kept current while enrolled in the program. Failure to comply with this health requirement may result in exclusion.

Medications

ALL medications, both over-the-counter and prescription, require a signed consent from the parent and a medical provider. Please make sure that the teaching staff are aware of any medication needs your child may have at enrollment time or as soon as the medication has been prescribed. A Child Success Team Meeting will be scheduled to verify prescriptions and doctor's orders to develop a care plan for the identified health needs. Here are some specifics regarding our policy:

- Over-the-counter (OTC) Medications: Include diaper rash ointment, Tylenol, Benadryl, etc... These items must be labeled with the child's name and can only be used as directed on the label. Any use must be authorized by a physician in writing. A Child Success Team Meeting will need to be scheduled prior to administering these medications in the classroom.

- Prescription Medications (including samples): Must have a prescription label indicating the name of the child, dosage, frequency, how the medication is administered (ex: orally), expiration date of the medication, and the name and phone number of the physician. A medication log is used to document medication administration and is always available to parents. Copies are available upon request at any time. A Child Success Team Meeting will need to be scheduled prior to administering these medications in the classroom. Children may not be able to attend classes until this meeting has taken place.
- Topical Ointments: Include sunscreen, insect repellent, chapstick or lip balm, and lotion. The parent must complete a Topical Ointment Authorization Form. Use of these ointments does not require physician's authorization.

Infant/Toddler Needs Service Plan

Each infant and toddler enrolled in the program shall have an Infant/Toddler Needs Service Plan completed prior to the first day of attendance at the center. Teaching staff base their caregiving routines on the plan which includes services for individualized feeding, toilet training, and any other services needed by the infant that are different from those provided by the center's normal program. The Infant/Toddler Needs Service Plan is to be completed no later than every three months.

Safe Sleep for Infants

The CAPC adheres to safe sleep practices as recommended by The American Academy of Pediatrics (AAP) that aim to reduce the risk of SIDS-Sudden Infant Death Syndrome. All infants up to twelve months of age will be placed on their backs for every nap or sleep. Individual Sleep Plans for Infants are completed upon enrollment and no later than every three months after that or sooner until the infant reaches one year old.

Unattended Vehicles

In accordance with Kaitlyn's Law, children must never be left unattended in a motor vehicle on CAPC property. Kaitlyn's Law (CA Vehicle Code 15620) states that (a) A parent, legal guardian, or other person responsible for a child who is 6 years of age or younger may not leave that child inside a motor vehicle without being subject to the supervision of a person who is 12 years of age or older, under either of the following circumstances: (1) Where there are conditions that present a significant risk to the child's health or safety, or (2) When the vehicle's engine is running or the vehicle's keys are in the ignition, or both.

Pedestrian Safety/Traffic

CAPC provides training for parents and children in pedestrian safety within the first thirty days of the program year. The training that is provided to children is developmentally appropriate and is an important part of program experiences. The need for an adult to accompany a preschool child while crossing the street is emphasized in the training provided to both parents and children. Through all pedestrian safety activities, children are educated on the importance of holding an adult's hand while crossing the street. They learn that "Green Doesn't Mean Go" because according to the National Safety Council, most of all accidents that involve children at traffic intersections happen when there is a traffic signal. In half of these cases, the children were crossing correctly with a green light. Children are taught that they must check to see that all cars have stopped coming towards them and that no cars are turning into their paths before crossing and that they should never cross the street without an adult. Children are also taught to play away from streets and driveways and the importance of wearing seatbelts. Children are also taught to wear helmets when riding bikes or scooters in an effort to form safe, life-long habits.

Parking Lot Safety - Help Keep Our Children Safe

- **ALWAYS** hold your child's hand when entering/exiting the school and approaching and entering the parking lot.
- **NEVER** leave children unattended in cars while dropping off or picking up a child. (CAPC teachers and administrators are mandated reporters of child abuse and neglect and must make a report if they observe a young child being left in a car unattended).
- **MODEL** and demonstrate safe practices while holding your child's hand- look to the right, look to the left, and tell your child to look both ways when entering the parking lot.
- **REMEMBER** to turn off your car engine and lock the doors before walking your child into the center.
- **BE ALERT** while driving in the parking lot. Drive slowly, be ready to break if necessary, edge away from parked cars slowly and BE PREPARED FOR THE UNEXPECTED!
- **HANG UP** the cell phone when in the parking lot and when entering the building. It is important that you stay alert and focused when dropping off and picking up your child.

PROTECT YOUR CHILD, Car Seat Law - It is the law! Effective January 2012, Children under the age of 8 must be secured in a car seat or booster seat in the back seat.

Children under the age of 8 who are 4' 9" or taller may be secured by a safety belt in the back seat. Starting January 1, 2017, Children under 2 years must be rear facing unless they weigh 40 pounds or more, or are 40 inches tall or more.

Emergency Preparedness

Staff and children participate in monthly disaster drills so that they are fully prepared in the event of a fire, an earthquake, or an air disaster. Evacuation routes and Emergency Disaster Plans are posted in each classroom. All classrooms are equipped with emergency preparedness supplies designed to last up to 72 hours in the event of a disaster.

Healthy Schools Act

The Healthy Schools Act requires anyone using any pesticide at a school or child care center to complete Healthy School Act training in pest management, annually.

Each school site has an Integrated Pest Management Plan that is located on the parent board and is updated annually. The Integrated Pest Management Plan lists pesticides that are typically used throughout the year and the proactive measures that staff take to ensure safety with pesticide use. Pesticides that are exempt include: self-contained baits and traps, gel and paste crack-and-crevice treatments, antimicrobial pesticides (such as bleach, dish soap, hand soap and other household cleaners), FIRFA 25 (B) pesticides (these are minimum risk pesticides).

An annual written notification form will be provided to all parents/guardians at enrollment and annually during orientation which notifies the parent/guardian of all expected pesticides for use during the school year.

Lead Risk

In accordance with Health and Safety Code 1596.7996, licensed child care centers must provide parents/guardians written information on the risks and effects of lead exposure, blood lead testing

requirements and recommendations, and options for locations of affordable blood lead tests as specified. The CDSS Lead Poisoning Facts Flyer was provided at time of enrollment or re-enrollment.

Items Appropriate for School

Please dress your children in comfortable clothing appropriate for play. Open-toed sandals and shoes with straps around the heel are discouraged as they present hazards during play. Children may get messy and wet from time to time. Valuable learning occurs through hands-on experiences that are sometimes messy in nature. Parents are encouraged to **not** allow their children to bring valuable personal items to school that could get damaged or lost. This also applies to parent volunteers. Children should be dressed in clothing appropriate for the weather. For example, on cool/cold days, children should come to school dressed in layers of clothing to ensure warmth in a variety of settings.

Sun Protection

Sun protection routines in childhood can establish lifelong preventive habits. At CAPC, shade is provided at all sites, infants under six months of age are not exposed to direct sunlight and children are encouraged to wear light colored, loose fitting clothing that covers as much skin as possible. Parents are encouraged to apply sunscreen to their child's exposed skin as part of their school drop off routine. Sunscreen provided by the parent can be applied by teaching staff with a consent form completed by the parent. Drinking water is readily available to children at all times of the day including outdoor play.

Preschool Nap/Rest

Teaching staff follow Title 22 regulations regarding napping/rest which states that all children must be given the opportunity to nap/ rest without distraction or disturbance from other activities at the center. Napping occurs daily after lunch in the full day classrooms. Check with your child's teacher for the nap time schedule. In order to make your child's nap time a comfortable one, please have your child bring a blanket which can be stored safely at school. Blankets must be taken home weekly to be washed.

Here is a summary of our nap time procedure:

- Children will always be supervised by a teacher during nap/rest
- Teaching staff will set up the environment to prepare the children for rest/nap by dimming the lights and playing relaxing music
- Teaching staff may rub or pat a child's back with permission from the child
- NO child will ever be forced to nap/rest or stay awake
- Children who do not nap may rest quietly or participate in quiet table activities or outdoor time

V. CAPC Policies & Procedures

Attendance Matters

Regular, timely attendance is important to your child's success and learning. Your enthusiasm about school is the key to success in your child wanting to go.

Sign in/out

Parents or other adult authorized by the parent, are required to sign their child in and out of the program daily. All signatures need to be the legal signature of the individual (e.g., signature normally used on checks or other legal documents). Initials are not acceptable. If the individual is not literate in written English, the individual may sign with an "X". If an "X" is used for this purpose, it must be initialed by CAPC staff. Sign in and out times must also be documented at the time of arrival and departure. When parents are unable to escort their children to school, they may authorize, in writing, a person who is at least eighteen (18) years of age to serve as their escort. Only individuals with prior written authorization will be allowed to drop off and/or pick-up a child from school. Identification will be required of all newly authorized individuals prior to releasing a child to them.

In the event that a child is not signed in/out on a specific day CAPC personnel will contact the child's parent and request that the parent or a pre-authorized designee immediately return to school and sign the child in/out. If the parent fails to respond and does not return to school to sign the child in/out, the following steps will be taken:

- The Center Manager/Site Supervisor will schedule a meeting with the parent to review CAPC's sign in/out procedures.
- The parent will be advised that further failure to comply with CAPC's sign in/out procedures could result in termination of services.
- If the problem remains unresolved, termination procedures could follow.

Absence Policy

Parents are encouraged to work with program staff to obtain assistance to remove any barriers to bringing their child to school in accordance with their hours as stated. Parents must notify school staff when their child will be absent. Parents are responsible for indicating the reason for each day the child is absent from school. In cases of long-term illness or absences resulting from special family circumstances, staff will initiate appropriate procedures, which may include home visits and direct contact with the parents. In circumstances where it does not seem feasible to keep the child in their current program, other program options will be recommended.

The parent of children who fall below 85% Average Daily Attendance (ADA) for the month will receive an Attendance Notice. The Center Manager or ERSEA Technician will offer resources for attendance improvement. If attendance continues to show patterns of inconsistency or falls below 85% the following month then the Center Manager or ERSEA Technician will schedule a Child Success Team Meeting (CST) with the family to develop an Attendance Support Plan. This plan will provide strategies and support for improving children's attendance moving forward. If there is no improvement in attendance, attendance declines, or stays below 85% for 3 consecutive months, the child may be subject to disenrollment.

Absences for State Funded Programs

Excused Absences

- **Illness-** Absences may be excused for illness of the child or parent. A child's illness absence lasting three (3) or more consecutive days may require a note from an appropriate medical professional before the child returns to class.
- **Family Emergency-** Absences due to family emergencies may be considered excused absences. Any of the following reasons can be considered family emergencies:
 1. Death of a family member
 2. Immediate need for medical health treatment of anyone in the family.
 3. Any incident caused by a situation which results in the family having their normal schedule disrupted to the extent that the parent cannot safely accompany their child to the site (i.e., theft, fire, flood, arrest and/or incarceration of a parent or guardian, etc.)
 4. If regular means of transportation to school is disrupted, and no alternative, i.e. public transportation is available.
 5. Pandemic (Ex: Covid19)

****After 5 days of absence, CAPC may ask for documentation of the emergency.**

- **Enrollment in Specialized Services-** Absences due to attendance in specialized programs as determined by an Individualized Education Plan or an Individualized Family Service Plan, are excused.
- **Court Ordered Visitation-** If an excused absence is based on time spent with a parent or other relative as required by a court of law, a copy of the Court Order will be required to remain in the child's file.
- **Unexcused Absences-** Unexcused absences are defined as days of non-attendance which do not qualify for any of the excused absence categories listed below. Parents with excessive unexcused absences may be subject to termination from the program. After five consecutive days of unexcused absences, the child is dropped from the active program and is put back onto the waiting list. Services may be terminated if a family has more than five (5) unexcused absences in a program year (July 1st-June 30th).
- **Best Interest Days (BI Days)-** Absences may be excused for the "best interest of the child" which would include time for a child to be with a parent or relative (i.e. vacation or visitation with non-custodial parent or participating in cultural or religious holidays). BID absences are limited to ten (10) days per school year (July 1st-June 30th) per child, with the exception of children who are recipients of protective services or are at risk of abuse or neglect. Proof of such services must be documented in the child's family file. The parent or guardian must notify the teaching staff of the use of a BID. The use of the "Best Interest Day" must be specified with attendance documentation.

Closing Time/ Late Policy

Though it is the expectation that all children are picked up, by end of class time or individual contracted time, we understand that there may be an occasional emergency. In the event of emergency situations only, parents must call the center prior to the scheduled pick-up time and notify the staff of the emergency. It is expected that parents plan transportation for their children, in advance of an emergency. Emergency situations are subject to the late policy.

Parents who do not pick children up on time (within fifteen minutes of scheduled class end time or contract hours) are considered late and will receive a Late Pick-Up Notice. Families are permitted up to three occurrences within a specified time frame according to the Late Pick-Up policy as stated on the

Late Pick-Up notice. Any exception to this policy may be made at the discretion of the CAPC Management Team.

If a parent is late and staff has not been notified, every effort will be made to find an authorized person to pick up the child. If we are unable to locate an authorized person, the Center Manager/Site Supervisor will consult with a Program Manager to determine a plan of action that may include calling the local Police Department and/or Child Protective Services agency.

Child Release Policy

The safety of the children is the priority for all CAPC staff; therefore, the following policy must be enforced at all times:

- All parents are required to complete emergency forms during the enrollment process. Emergency forms with the names and telephone numbers of persons authorized to pick up the child will be kept in the child's file. Emergency forms must be updated at least every 12 months or anytime information changes.
- If a person picking up the child is not on the emergency form, written preauthorization from the parents is required before CAPC staff will release the child from school. Children will not be permitted to leave school unless accompanied by a preauthorized adult. Parents may not give verbal authorization for pick-up of children.
- Photo identification will be required of all newly authorized individuals or individuals not recognized by staff prior to release of the child. Under no circumstances will a child be released to an unauthorized person.
- If CAPC personnel are not certain the pick-up person is who he/she claims to be, the child will not be released.
- Staff will not release children if the person picking up the child smells of alcohol or if staff has reason to believe the person is under the influence of alcohol or other foreign substance.
- Staff will not release children to the person picking up the child if there is a court ordered restraining order on file against the person.
- At least one of the contacts provided on the emergency form must be available during child care hours to pick up your child if needed.

Calls for Pick-Up

There are times that a child may become ill, the school has an emergency, or a child may need to be sent home for safety concerns. If there is a need to pick up a child for any reason, the child must be picked up within one hour of the initial call to the parents. It is the parents' responsibility to make arrangements to have the child picked up within the hour. If the parent is not available the person authorized to pick up must be on the emergency authorization release form.

Open Door Policy

CAPC has an open door policy, which allows parents/caregivers the opportunity to visit the child's classroom during hours of operation. Parents are encouraged to participate in activities that enhance social well-being and community. Refer to the volunteer policy and SB 792 for compliance.

Volunteer Policy

CAPC values the role that each school plays in its neighborhood and local community. We encourage family and members of the community to volunteer in our classrooms. All potential volunteers must complete a Volunteer Application, schedule a school orientation, review and sign the Volunteer Policies

and Procedures, Affirmation of Good Health for Child Care Volunteer form, and Statement of Confidentiality. All volunteers must also comply with Community Care Licensing regulations and SB 792 and submit a current cleared TB test result. All immunizations are done at the volunteer's own cost.

Once appropriate clearances are received, CAPC staff will ensure orientation, training, signing of the Volunteer Policy, and monitor the completion of daily volunteer activities. All volunteers at CAPC child care schools will be under the supervision of CAPC staff at all times.

SB 792: Effective September 1, 2016, a person may not be employed or volunteer at a child care center or family child care center unless he or she has been immunized against influenza, pertussis, and measles or qualifies for an exemption. Unless an exemption applies, each employee and volunteer shall receive an influenza vaccination between August 1 and December 1 of each year.

Equal Access Policy

CAPC prohibits discrimination or harassment in all its programs and activities on the basis of gender, race, color, ancestry, religious creed, sexual orientation, national origin, mental or physical disability, medical condition (including HIV and AIDS), age, marital status, ethnic group identification, or political beliefs. We pledge that the treatment of our clients and employees will be free from such discrimination or harassment.

Confidentiality of Records

CAPC respects each family's right to privacy and confidentiality. Staff members will secure the parent's or guardian's written consent before disclosing information to other agencies and professionals. Information will be shared for reasons that will enhance the family and ensure that services are provided in the most efficient and effective manner. In cases such as threats of suicide, harm to others, or suspected child abuse, staff will consult with supervisors and outside professionals for assistance. (See Child Abuse Reporting Law). Written records on individual children and their families are kept in locked cabinets at each site. Access to records is limited to the staff necessary to provide comprehensive services. The parent(s) who enrolled the child, have access to all of their children's records. The parent(s) must schedule an appointment with the ERSEA staff in order to review their child's records.

Parents and Personal Rights

Upon the child's enrollment in the program, parents are given copies of Parent Rights and Personal Rights (issued by the Community Care Licensing). Parent and guardians have the right to be informed of the appropriate licensing agency to contact regarding complaints. The local Community Care Licensing address is:

Community Care Licensing
2525 Natomas Park Drive, STE 250
Sacramento, CA 95833

Child Abuse Reporting Law

In California, certain professionals are required by law to report known or suspected child abuse (California Penal Code 11165-11174). All CAPC staff members are "mandated reporters" of child abuse. The primary intent of the reporting law is to protect the child and to provide help for the family. Mandated reporters must file a report when the victim is a child under the age of 18. The types of abuse or suspected abuse that must be reported include physical abuse, sexual assault and exploitation,

willful cruelty and unjustifiable punishment, neglect and unlawful corporal punishment or injury, or mental suffering. Mandated reporters must make a report immediately.

Resolution of Complaints

Parents and staff must work closely together to provide a healthy and nurturing environment for the child's development. Dealing with problems effectively is part of "good" parenting and "good" teaching. Communication between the home and school are essential to the development of healthy, happy children. We need each other!

If you have a concern about your child, or worry about your child's care, please discuss it with the teaching staff at your child's school immediately. Don't let it grow. The Center Manager/Site Supervisor will be happy to work with you to resolve the problem. It is best if the parent and teacher in charge work closely together on mutual concerns since they are the responsible adults closest to the child's daily care and have the most knowledge about the child and the events in the classroom.

If you have a complaint about the program, please discuss it with the Center Manager/Site Supervisor who will document the details of the conversation and inform the appropriate manager. The manager will make every attempt to resolve the complaint within 48 business hours. Complaints not resolved within 48 hours will be brought to the attention of the director or a designee.

Religious Prohibition

In conjunction with the Constitution of California Article XVI, Sec 5; 5 CCR 18017, there shall be no religious worship, instruction, celebrations, or influence as part of or in connection with CAPC's programs.

Smoking Prohibition

Out of concern for the health and welfare of our children and staff, all children's schools maintain a smoke-free environment. Smoking is prohibited within 100 feet of any facility. Parents are strongly encouraged not to smoke around their child at any time due to health problems caused by second-hand smoke.

Certification Regarding a Drug Free Workplace

For your child's safety, the CAPC is committed to providing a drug-free workplace. All employees are notified that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the workplace.

Behavior Policy

Expectations

Expectations help everyone know how to behave in preschool and how we will treat each other, children and adults. These Expectations are part of a special project we have at CAPC. This project is called the Teaching Pyramid. The purpose of the Teaching Pyramid is to promote healthy social-emotional development and to teach children the skills that will help them be ready to succeed in school.

These are our CAPC Classroom Expectations...

We are Safe
We are Respectful
We are Friendly

Learning the skills to meet these Expectations are important for success in school and in life. They are an important part of what your child is learning throughout the year. The Expectations are for everyone in our program! You can use similar expectations with your child at home.

Promoting Positive Behavior

Children are expected to follow directions and to treat adults and other children with respect. If a child's behavior is unacceptable, the teaching staff will use positive discipline to correct it. The following list shows the kind of actions that preschool staff will take in response to negative behavior:

1. Staff will always use a quiet voice and never yell at children.
2. They will allow children to solve problems and disagreements with other children as much as possible.
3. If a child ignores safety rules or disturbs other children, the staff will redirect the child to a positive activity or lead the child to another area or group of children.
4. Staff will give directions in a positive way. Instead of saying, "You can't take that toy home!" they would say, "I like that toy too, but we have to leave it here so everyone can play with it."
5. Staff will give children opportunities for making choices, options for changing their behavior.
6. Staff will give a few minutes warning before an activity must stop so the child will have the necessary time to adjust to the change.
7. Staff will treat accidents in an easy-going way. They will never get excited or embarrass the child about toilet accidents, juice spills, or paint accidents.

"Children need positive role models more than they need critics."

- Joseph Joubert

Dealing with Challenging Behavior

CAPC will not dis-enroll any child from our Early Childhood Programs due to persistent and challenging behavior without reasonable steps to foster the child's safe participation. This includes temporary suspensions, and only as a last resort in extraordinary circumstances where there is a serious safety threat that cannot be reduced or eliminated by the provision of reasonable modifications.

ECE staff will do the following:

1. Document the behavior. This written documentation will include the nature of the behavior (i.e. pushing, screaming, kicking, refusing to participate in activities, running away, scratching, biting, etc.), what led to the behavior, and what the preschool staff did to modify the behavior. Classroom Consultant staff will also be notified of any concerns.
2. Consult the parent or legal guardian and teachers to maintain the child's safe participation in the program. Staff will ask parents for information to help better understand the basis for the child's behavior and modify the child's day as needed. Parents or legal guardians of a child exhibiting persistent and serious challenging behaviors will be informed of the process that the CAPC will use to assist the child in order to safely continue to participate in the program. CAPC will provide available resources to support caregivers regarding challenging behaviors.
3. If the child has an IEP or IFSP, and with the parent or guardian's written consent, CAPC will consult with the local educational agency (LEA) or the local regional center on how to serve the child.
4. If the child does not have an IEP or IFSP, an ASQ screening will be completed including social and emotional development. The parent or guardian will be referred to local community resources. CAPC will implement behavior supports, before referring the child to the LEA to request an assessment to determine the child's eligibility for special education support and services, including a child support plan.

5. If after following and documenting the reasonable steps referred to above to foster the child's safe participation, and concerns about safe participation remain, the CAPC will consult with the child's parents or legal guardians, The classroom consultant staff, the child's teacher, and if applicable, the LEA providing special education services to the child.
6. If the CAPC determines that the child's continued enrollment would present a continued serious safety threat to the child or other enrolled children the CAPC will refer the parents or legal guardians to other potentially appropriate placements such as Resource and Referral agencies and programs, or other local referral services available in their community.
7. Once the reasonable steps outlined above have been completed, the CAPC will dis-enroll the child.

In the event a temporary suspension is deemed necessary, CAPC will support the child's return to full services as quickly as possible while ensuring child safety by continuing to engage with parents and the Classroom Consultant, continuing to utilize identified community resources, providing home visits and making a determination for an IDEA referral. Additionally, a written plan will be developed to document the action steps and supports needed to promote the child's successful return to full services.

If a child continues to be a danger to themselves or other children/staff, the parent will be notified of disenrollment via a Notice of Action (state funded programs) or a Notice of Disenrollment (Head Start programs).

VI. Termination Policy

Childcare services may be terminated for any of the following reasons:

- Failure of the parent or guardians to follow rules of the program, including providing false information used to determine eligibility.
- Failure to recertify in a timely manner for the applicable State funded programs.
- Fees for service, if required, are not kept current.
- Violation of the program's Late Pick-Up Policy.
- Failure to follow the attendance policy.
- Verbal or physical abuse of any child, staff, volunteer, classroom pet, school property or other parent by the child, enrolled family or their designee.
- Failure to provide proof of a physical within 30 days from initial enrollment.
- Failure to keep immunizations current.
- The center determines that it is unable to meet the needs of the child.

CAPC reserves the right to suspend child care services during the appeal process if the child has been terminated from the program due to a concern with the child, parent or authorized representative hurting other children, CAPC employees, parents, volunteers, class room or school property.

If termination of services occurs, CAPC staff will work with the parent to provide resources for alternative placement.

VII. Mandatory Child Abuse Reporter

ALL CAPC employees are mandated by law to report any and all suspected and/or witnessed child abuse. This includes neglect and/or exploitation of children.

REVISED: 5/20/20

BOARD APPROVED: 6/11/20



VIII. Sick Child Policy

These rules are for the health and safety of all the children. Staff is subject to these rules as applicable. Please keep this handy for future reference:

Asthma: (Wheezing with upper respiratory infection and cough that interferes with child's ability to drink, talk, sleep) Excluded until respiratory distress and contagious symptoms have disappeared. Asthma without these symptoms: child may remain in program, with medication on hand, unless unable to participate.

Chicken Pox: Excluded from program at least 6 days from onset of rash or when lesions are scabbed over. Notify your Program immediately.

Cold and Flu: Children may remain in program as long as they are well enough to participate and there is no fever or rash.

Conjunctivitis (Pink Eye): (Infectious not allergic conjunctivitis) Excluded from program until 24 hours after the start of antibiotic treatment, and until there is no discharge from the eyes. Notify your Program immediately.

Diarrhea: (Frequent watery liquid stool) Excluded from program until there has been no diarrhea for 24 hours. Exceptions per doctor's written recommendation. If bacterial or parasite infection, notify Program immediately.

Fever (100°): Excluded from program until 24 hours after fever has disappeared.

Impetigo: Excluded from program until doctor gives permission to return.

Infectious Hepatitis: Excluded from program for 7 days after diagnosis or onset of jaundice. Doctor's note will be required for return to program. Notify program immediately.

Influenza: Child to remain out of program for 24 hours after fever has dropped and until child can participate comfortably in program activities.

Lice: Excluded from center until the child/home has been treated. No live lice. Child may be inspected by designated staff before they are allowed into class.

Measles, German Measles (Rubella), Mumps:

Handled on a case-by-case basis.

Mouth Sores with Drooling: Doctor's note required stating child's condition is due to a non-infectious condition.

Pinworms: Doctor's note required that treatment has been given.

Ringworm: Excluded from program until 24 hours from start of doctor's care. (Note is required) Affected skin must be kept covered.

Scabies: Doctor's note required. Excluded child until day after treatment has begun.

Throat/Scarlet Fever: Excluded from program until doctor gives permission to return to program. Doctor's note required.

TB: Excluded from program until doctor or local health department states in writing that the child is non-infectious.

Unidentified Rash: Doctor's note required stating illness not communicable.

Vomiting: Excluded from program until vomiting has stopped for 24 hours, unless vomiting is included as part of a care plan for the child.

COVID-19: Exclude from the program if you or anyone in the house is showing symptoms of fever, cough, and difficulty breathing. Notify teaching staff immediately.



Parent Handbook Receipt

I acknowledge that I have received a copy of the Parent Handbook, any associated Addendums, and Lead Poisoning Facts Flyer. I have read all the policies of the Parent Handbook and agree to them. I understand that failure to follow these policies may lead to termination of early childhood education (preschool, infant/toddler daycare) services.

Parent / Guardian Signature_____

Date_____

Parent / Guardian Signature_____

Date_____

Signature of Agency Representative_____

Date_____