

2026 - 2027 SWCAP HEAD START & EARLY HEAD START PARENT HANDBOOK



**SWCAP Head Start
212 East Chapel St.
Dodgeville, WI 53533**

**1-800-494-8899
(608) 935-3379**

Iowa, Grant, Lafayette & Richland Counties

WELCOME!

This handbook gives you a quick look at the different parts of our program. We're so excited to be working with you and wish you an amazing year with Head Start and Early Head Start!

Introduction

We're proud to serve families across Iowa, Grant, Lafayette, and Richland Counties. Our main office is located at 212 East Chapel Street, Dodgeville, WI 53533

SWCAP Head Start and Early Head Start offer support to pregnant women and children from birth through age five. We have several program options to meet your family's needs:

- Early Head Start – Home Based: For pregnant women and children from birth to 3 years
- Early Head Start – Center Based: For children ages 6 weeks to 3 years
- Head Start Preschool: For children ages 3 to 5 years

All our programs are built on the belief that parents are their child's first and most important teachers. We truly value parent involvement—it plays a key role in your child's success and helps make the most of your family's experience with our program.

Some of the services we offer enrolled families include:

EDUCATION and EARLY CHILDHOOD DEVELOPMENT

Helping children learn, grow, and get ready for school through fun, age-appropriate activities

SPECIAL NEEDS SERVICES

Individualized services and support for children with disabilities or developmental delays

FAMILY ENGAGEMENT (Resource & Referral)

Helping families connect with local resources and providing support tailored to your needs

PARENT EDUCATION

Tools, tips, and learning opportunities to support you in your role as your child's first and most important teacher

CHILD HEALTH AND SAFETY

Promoting healthy habits and making sure children are safe and well cared for

NUTRITION and MENTAL HEALTH

Encouraging healthy eating and emotional well-being for every child and family.



Table of Contents

Information Sheet	1
Table of Contents	2
Vision & Mission Statements; Program Goals.....	3
Volunteering; Parent Training; Parent Committees; Policy Council	4
Health & Mental Health Advisory Committee	5
In-Kind.....	6
Child Pick-Up & Drop-Off; Notification of Absent Child; Health – Good Morning Health Check; Classroom Safety; Screenings.....	7-8
Health Promotion; When to Keep Your Child Home.....	9
Nutrition; Nutrition Education; Food Allergies; Birthday/Special Occasions	10
Child and Adult Care Food Program (CACFP).....	13-15
WIC Income Guidelines	16
Development and Mental Health Support; Supplemental Curriculum (Conscious Discipline)	17
Developmental Screenings and Support for Children with Special Needs; Support for Dual Language Families	18
Parent, Family, and Community Engagement; Custody Issues, Siblings at School.....	19
Attendance Works	20
Education	21
Curriculum Information	22
How We Play, Learn, and Grow!.....	23-24
Literacy Project.....	25
Transition Process.....	26
Summary of Child Care Licensing Rules.....	27-29
Policies	29 – 50



Vision Statement

SWCAP Head Start will be a proactive leader in the field of family centered early care and education. We will recognize and support the uniqueness of each family, staff member, and community through collaborative partnerships that:

- strengthen families
- promote school readiness, and
- ultimately make a difference in the lives of all involved in our program.

Mission Statement

SWCAP Head Start, in collaboration with community service agencies, provides expectant parents and families with children ages birth through five, opportunities for:

- child development
- health and nutrition services
- parent program partnerships, and
- family support, resource and referral,

in an effort to promote school readiness, positive parent interactions, self-sufficiency, and healthy lifestyles.



Program Goals

- 1) SWCAP Head Start/Early Head Start and EHS expansion/child care partner sites will implement coordinated professional development strategies to help staff maximize their knowledge, skills, and abilities and become vested in providing high quality learning and development opportunities for all enrolled children.
- 2) SWCAP Head Start/Early Head Start and EHS expansion/child care partner sites will strengthen family engagement practices to foster positive goal-oriented relationships with all children and families, especially those who may be in crisis or in need of extra support.
- 3) SWCAP Head Start/Early Head Start and EHS expansion/child care partner sites will partner with families to build healthy foundations for children in preparation for success in their next educational placement.

Parent Engagement: The Foundation of Head Start

Volunteering in Head Start is a great way to support your child's learning, connect with other families, and become an active part of our community. Whether you help in the classroom, join events, or share your talents in other ways, your time and involvement make a big difference. No matter how much time you have to give, **your participation is valued and appreciated**—and it shows your child that learning and community matter. We hope you'll join us! Here are just a few of the ways you and your family can grow through involvement:

Parent Training

As a Head Start parent, you'll be invited to take part in a variety of parent training--starting with the ACT (Adults and Children Together) Parenting for Early Childhood program. These sessions are designed to support you in your parenting journey by exploring how young children think, feel, and behave. You'll learn ways to build your child's self-esteem, encourage cooperation, and guide them through positive discipline.

We also team up with local community partners to offer additional training that can benefit both your home life and your workplace. Some popular topics include Budgeting, Nutrition, Financial Literacy, and Personal Safety, just to name a few. These sessions are a great way to learn, grow, and connect with other parents—we hope you'll join us!

Parent Committees

As a Head Start/Early Head Start parent, you're automatically a member of your site's Parent Committee and your ideas and input are incredibly important to us. At the first meeting of the year, your committee will:

- Elect a Policy Council representative and alternate
- Help plan monthly activities, events, and field trips

Getting involved is a great way to connect with other families, support your child's learning, and have fun along the way. We'd love for you to be part of it!



Join the Policy Council – Your Voice Matters!

The Policy Council plays an important role in the leadership of the Head Start and Early Head Start programs. It's kind of like a school board, and it gives parents and community members a chance to help guide and improve our program.

Each fall, parents and alternates are elected to the Policy Council at the first Parent Committee meeting. To serve, you must be a parent or legal guardian of a currently enrolled child—and although only elected representatives can vote, all parents are encouraged and welcome to attend the meetings.

The Policy Council meets once a month from October to October, with no meetings in July and August. New members receive orientation and ongoing training, and when meeting in person, reimbursement is available for transportation or child care expenses (per SWCAP policies).

By serving on the Policy Council, parents have a chance to:

- Build leadership skills
- Learn more about how the program works
- Share ideas and help shape a stronger Head Start experience for all families

Meeting minutes are available to review at Parent Committee meetings, during home visits, and in your child's classroom. If you're interested in volunteering or just want to learn more, reach out to your Home Visitor or child's Teacher—we'd love to have you involved!

Health and Mental Health Advisory Committee

This committee helps make sure our policies and procedures around Health, Nutrition, Mental Health, Family Engagement, and Safety follow federal, state, and local guidelines. We work together with medical and dental providers, community partners, and parents to keep things on track. The committee meets twice a year during the program year. If you're interested in representing parents on this committee, please talk to your Teacher or Home Visitor.



Support Head Start – Your Way (In-Kind)

Did you know Head Start and Early Head Start programs are required to show local support in order to keep our federal funding? One way we do that is by tracking the time, materials, and services that parents and community members generously provide. All of this is called **“in-kind support”**, and it’s a big deal—it helps us meet our goal of covering at least **25% of our federal funding through local contributions**.

To help us get there, we ask each family to pitch in about **15 hours of in-kind support each month**. Don’t worry—there are tons of easy and meaningful ways to do this! Even everyday things you may already be doing can count.

General Support

- Reading newsletters or other info from your teacher or home visitor
- Donating books, school supplies, or other helpful items
- Reading with your child and working toward your literacy goals together
- Doing physical activities your teacher or home visitor suggested

Meetings, Parent Groups & Events

- Attending Policy Council
- Helping out at Family Night Out or parent events
- Preparing for meetings, traveling to them, or covering childcare (if not reimbursed)
- Speaking or presenting at a meeting or parent activity
- Donating space or items for events and activities
- Going along on Head Start field trips

Classrooms & Playgroups

- Volunteering in the classroom or during playgroup
- Helping set up or clean the classroom/playgroup space
- Donating space for playgroups or classroom activities
- Helping with class or playgroup/parent activity projects

Home Visits

- Spending time doing activities with your child as suggested by your home visitor
- Providing space for your home visits

Every little bit adds up—and your time and support help make Head Start stronger for everyone. Thank you for all you do!



Child Pick-Up/Drop-off

For your child's safety, we can only release them to someone other than a parent if we have written permission ahead of time. Anyone picking up your child must be listed in writing as an emergency contact. Unfortunately, we can't accept text messages or phone calls as authorization. Please also make sure your designated pick-up person brings a photo ID, as staff will need to verify their identity before releasing your child. Thanks for helping us keep all children safe!

Notification of Parents When Your Child Is Absent

If your child doesn't arrive to class as planned and we haven't heard from you, we'll give you or your emergency contact a quick call within 30 minutes to check in. This helps us make sure your little one is safe. If no one answers, notifications may be left on answering machines or voice mail.



Health



The Head Start Program promotes the importance of early health care and preventative health services. Head Start Federal Policy, along with Wisconsin Child Care Licensing, requires that all children enrolled in the program **MUST HAVE** a physical examination and dental examination completed and on file with Head Start, as well as a copy of the child's full immunization record. A lead screening (this should be done during the physical exam) is also required and must be on file.

A lead test is used to determine the amount of lead in the blood. For babies, and young kids whose brains are still developing, even a small amount of lead can cause learning disabilities, behavioral problems, and anemia. At higher levels, lead exposure can cause seizures, coma, and even death. This is why it is so important to get lead screenings done at an early age. (<http://kidshealth.org/en/parents/test-lead.html>)

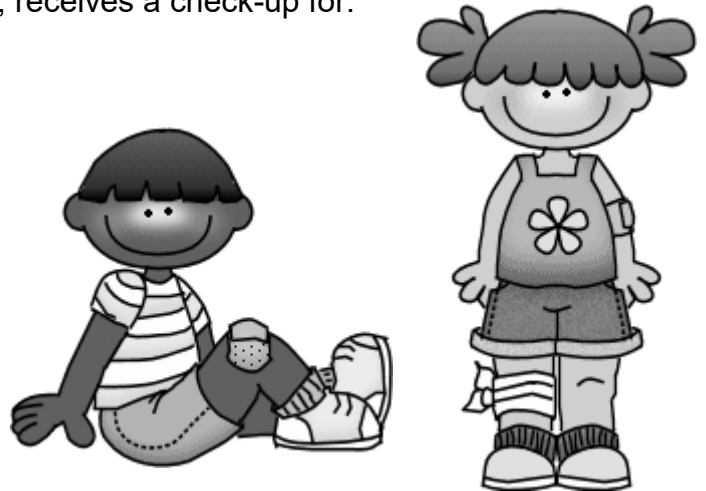
Head Start will provide parents with the necessary health screening forms and will assist every child, as needed, in receiving comprehensive healthcare, including medical, dental, mental and nutritional assessment.

One of our classroom curricula is "I Am Moving, I Am Learning", which helps children learn about making healthy choices at meal and snack times, along with movement and exercise activities. Learning to make good choices early in life will help them live healthy for a lifetime!

Good Morning Health Check

Each Head Start child, upon arrival each morning, receives a check-up for:

- General appearance
- Obvious signs of illness
- Complaint of illness by child or parent
- Vomiting or diarrhea
- Bowel or bladder concerns
- Appetite change
- Runny nose or severe cough
- Eyes (red, matted, weepy, itchy, etc.)
- Hair (clean & free of lice)
- Rash
- Bruises, cuts, and sores
- Changes in behavior



Classroom Safety

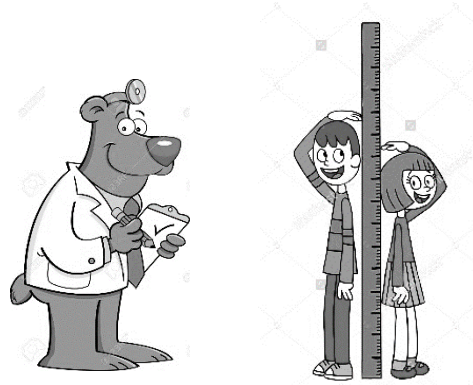
Each Head Start classroom must maintain a medical log to record any injuries or bruises observed by Head Start staff on a child. Medication dispensed to a child is also recorded. (Medication is kept in a locked container and medication authorization forms completed). Every Head Start classroom and vehicle contains a first aid kit and a blood exposure kit. Classrooms and all offices are supplied with tornado backpacks. Fire and safety inspections are conducted monthly in all classrooms.

If classroom staff have any concerns, you will be notified and, if necessary, asked to pick up your child. Please make certain we always have three current emergency phone numbers on file. If your child is ill, please call us as soon as possible to inform the staff. Please ensure your child is symptom-free and fever-free for 24 hours before returning to the classroom.

Screenings

Head start offers the following screenings:

- ✓ Vision
- ✓ Hearing
- ✓ Nutrition
- ✓ Growth – Height and weight
- ✓ Speech and language
- ✓ Developmental Screenings
- ✓ Social Emotional Development



Health Promotion

You can help your child maintain good health by doing the following:

- ✓ Tell the Head Start staff if your child is taking medication. (A FORM MUST BE COMPLETED).
- ✓ Dress your child appropriately for school with comfortable clothes and shoes. Send a jacket or coat when needed.
- ✓ Please send an extra set of clothing for any accidents so your child can change into dry clothes.
- ✓ Encourage adequate rest with naps and an early bedtime.
- ✓ Please bathe your child regularly, shampoo his/her hair, and assist your child with brushing his/her teeth each day.
- ✓ Provide healthy meals and snacks. Limit sweetened and carbonated drinks.
- ✓ Let your child see you washing your hands often. You will see the Head Start staff washing their hands and wearing gloves when needed. These practices protect the health of your child and the staff.
- ✓ Remember, smoking and vaping around children causes childhood health problems.
- ✓ Should your child have a medical or dental appointment, always be on time and if you cannot keep the appointment as scheduled, please call the provider's office so it can be cancelled and rescheduled.
- ✓ If you need assistance in making an appointment, or transportation to appointments, please contact your Head Start Teacher.

When to Keep Your Child Home

WHEN IS SICK TOO SICK FOR SCHOOL?

		
Send me to school if...	Keep me at home if...	Call the doctor if...
I have a runny nose or just a little cough, but no other symptoms.	I have a temperature higher than 100 degrees even after taking medicine.	I have a temperature higher than 100 degrees for more than two days.
I haven't taken any fever reducing medicine for 24 hours, and I haven't had a fever during that time.	I'm throwing up or have diarrhea.	I've been throwing up or have diarrhea for more than two days.
I haven't thrown up or had any diarrhea for 24 hours.	My eyes are pink and crusty.	I've had the sniffles for more than a week, and they aren't getting better.
		I still have asthma symptoms after using my asthma medicine (and call 911 if I'm having trouble breathing after using an inhaler).

 **Attendance Works**
Adapted with permission from Baltimore City Public Schools.

- If your child will be absent for any reason, please contact your Classroom Teacher as soon as possible to inform them of the absence.
- If your child has received a formal diagnosis from a doctor, please let your Classroom Teacher know as soon as possible as well to assist us in keeping all children as healthy as possible.



Nutrition

Meal Service at Head Start:

- ✓ Head start provides nutritious meals and snacks; therefore, we request you do not send meals or snacks for your child.
- ✓ Please bring your child on time and ready to eat, so that they may enjoy the meal with classmates.
- ✓ Foods low in fat, salt and sugar will be served to your child to encourage a healthy body and healthy teeth.
- ✓ Meals are served family style and children learn to serve themselves and work on socialization.
- ✓ Staff and children share the same menu to the extent possible.
- ✓ Children are encouraged, but not forced, to taste each food.
- ✓ Food is not used as a reward or punishment.

(See The Child and Adult Care Food Program (Child Care Component) Page for additional information.)

Nutrition Education

Nutrition education is offered to parents to encourage healthy eating habits for themselves and their families. Your child is also involved in classroom experiences and/or home visit snack opportunities that teach general nutrition principles appropriate for their age. If there are any nutritional concerns, please talk with your child's teacher as you know your child best. We want to work together so your child will have a healthy and successful school year!

Food Allergies

If your child has food allergies, or special dietary needs, please bring a note from your medical provider and these needs will be met accordingly. Please realize we CANNOT change your child's menu without a medical provider's note.

Birthday/Special Occasions

We love celebrating each child's special day! In the classroom, teachers will mark birthdays with a fun activity, a little decoration, and/or a small snack provided by Head Start. To help keep all children safe from allergies, snacks or other food items from home will not be permitted for birthday celebrations. We also do not hand out birthday party invitations at school.

The Child and Adult Care Food Program (Child Care Component)

This facility participates in the Child and Adult Care Food Program (CACFP), a federal program that provides healthy meals and snacks to children receiving child care, participating in afterschool programs, or residing in homeless shelters.

Each day more than 2.6 million children participate in CACFP across the country. Participating facilities are reimbursed for serving nutritious meals which meet USDA requirements. The program plays a vital role in improving the quality of child care, afterschool programs, and homeless shelters, and making it more affordable for low-income families.

Participating facilities must follow requirements established by the USDA:

Breakfast	Lunch or Supper	Snacks (Two of the five groups)
Milk Fruit or Vegetable Grains Meat or meat alternate (in place of entire grain max of 3 times/week)	Milk Meat or meat alternate Grains Fruit Vegetable	Milk Meat or meat alternate Grains Fruit Vegetable

Participating facilities must follow requirements established by the USDA for Infant/Toddler:

Breakfast, Lunch, & Supper	
Birth through 5 months	6 through 11 months
4-6 fluid ounces breastmilk ¹ or formula ²	6-8 fluid ounces breastmilk ¹ or formula ² ; and 0-4 tablespoons infant cereal ^{2,3} meat, fish, poultry, whole egg, cooked dry beans, or cooked dry peas; or 0-2 ounces of cheese; or 0-4 ounces (volume) of cottage cheese; or 0-4 ounces or ½cup of yogurt ⁴ ; or a combination of the above ⁵ ; and 0-2 tablespoons vegetable or fruit or a combination of both ^{5,6}
Snack	
Birth through 5 months 4-6 fluid ounces breastmilk ¹ or formula ²	6 through 11 months 2-4 fluid ounces breastmilk ¹ or formula ² ; and 0-½ slice bread ^{3,4} ; or 0-2 crackers ^{3,4} ; or 0-4 tablespoons infant cereal ^{2,3,4} or ready-to-eat breakfast cereal ^{3,4,5,6} ; and 0-2 tablespoons vegetable or fruit, or a combination of both ^{6,7}

- ¹ Breastmilk or formula, or portions of both, must be served; however, it is recommended that breastmilk be served in place of formula from birth through 11 months. For some breastfed infants who regularly consume less than the minimum amount of breastmilk per feeding, a serving of less than the minimum amount of breastmilk may be offered, with additional breastmilk offered at a later time if the infant will consume more.
- ² Infant formula and dry infant cereal must be iron-fortified.
- ³ Beginning October 1, 2019, ounce equivalents are used to determine the quantity of creditable grains.
- ⁴ Yogurt must contain no more than 23 grams of total sugars per 6 ounces.
- ⁵ A serving of this component is required when the infant is developmentally ready to accept it.
- ⁶ Fruit and vegetable juices must not be served.

Many different facilities operate CACFP and share the common goal of bring nutritious meals and snacks to participants. Participating facilities include:

- **Child Care Centers:** Licensed or approved public or private nonprofit child care centers, Head Start programs, and some for-profit centers
- **Family Day Care Homes:** Licensed or approved private homes.
- **Afterschool Care Programs:** Centers in low-income areas provide free meals and snacks to school-age children and youth.
- **Homeless Shelters:** Emergency shelters provide food services to homeless children.

State agencies reimburse facilities that offer services to the following participants:

- Children age 12 or under,
- Migrant children age 15 and younger, and
- Youths through age 18 in afterschool care programs in needy areas and homeless shelters.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted 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; or
2. **fax:**
(833) 256-1665 or (202) 690-7442; or
3. **email:**
Program.Intake@usda.gov

This institution is an equal opportunity provider.



CACFP Child Meal Pattern

Must serve the required components and serving sizes

Breakfast				
Must serve milk, vegetable or fruit, and either a grain or meat/meat alternate				
Food Components and Food Items	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18
Fluid Milk 1 year olds: Unflavored whole milk 2-5 year olds: Unflavored 1% or skim 6-18 year olds: Unflavored or flavored 1% or skim	½ cup (4 oz)	¾ cup (6 oz)	1 cup (8 oz)	1 cup (8 oz)
Vegetables or Fruits <i>(or portions of both)</i> Full-strength juice may only be served to meet the fruit or vegetable requirement at one meal or snack per day	¼ cup	½ cup	½ cup	½ cup
Grains - Must be whole grain-rich, enriched, or fortified - At least one serving per day must be whole grain-rich - Grain-based desserts are not creditable <i>(Refer to CACFP Grains Chart)</i> - Cereals must contain no more than 6 grams of sugar per dry ounce				
Bread	½ oz eq	½ oz eq	1 oz eq	1 oz eq
Bread products such as biscuits, rolls, or muffins <i>Refer to the CACFP Grains Chart for options and serving sizes</i>	½ oz eq	½ oz eq	1 oz eq	1 oz eq
Cooked breakfast cereal, cereal grain, rice and/or pasta	¼ cup	¼ cup	½ cup	½ cup
Ready-to-eat breakfast cereal (dry, cold)				
Flakes or rounds	½ cup	½ cup	1 cup	1 cup
Puffed cereal	¾ cup	¾ cup	1 ¼ cup	1 ¼ cup
Granola	⅛ cup	⅛ cup	¼ cup	¼ cup
Meat/Meat Alternates Not required at breakfast, but may be served in place of entire grain component a maximum of 3 times per week				
	½ oz eq =	½ oz eq =	1 oz eq =	1 oz eq =
Lean meat, poultry, or fish	½ oz	½ oz	1 oz	1 oz
Cheese (natural and processed; soft and hard)	½ oz	½ oz	1 oz	1 oz
Shredded cheese	(⅛ cup)	(⅛ cup)	(¼ cup)	(¼ cup)
Cottage cheese, ricotta cheese, cheese spread, cheese food <i>2 ounces = 1 ounce meat/meat alternate</i>	⅛ cup (1 oz)	⅛ cup (1 oz)	¼ cup (2 oz)	¼ cup (2 oz)
Egg, whole, large	¼ egg	¼ egg	½ egg	½ egg
Cooked dry beans or peas	⅛ cup	⅛ cup	¼ cup	¼ cup
Yogurt (regular and soy) <i>- Must contain no more than 23 grams of total sugars per 6 ounces</i>	¼ cup (2 oz)	¼ cup (2 oz)	½ cup (4 oz)	½ cup (4 oz)
Peanut butter, soy nut butter or other nut or seed butters	1 Tbsp	1 Tbsp	2 Tbsp	2 Tbsp
Peanuts, soy nuts, tree nuts or seeds	½ oz	½ oz	1 oz	1 oz
Surimi	1.5 oz	1.5 oz	3 oz	3 oz
Tempeh	½ oz	½ oz	1 oz	1 oz
Tofu (commercially prepared) <i>2.2 oz. (1/4 cup) must contain at least 5 grams of protein</i>	⅛ cup (1.1 oz)	⅛ cup (1.1 oz)	¼ cup (2.2 oz)	¼ cup (2.2 oz)
Soy products (e.g. soy sausage, veggie burgers) or alternate protein products. <i>Must meet the requirements in Appendix A to Part 226</i>	½ oz	½ oz	1 oz	1 oz



CACFP Child Meal Pattern

Must serve the required components and serving sizes

Lunch and Supper				
All five components required for a reimbursable meal				
Food Components and Food Items	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18
Fluid Milk 1 year olds: Unflavored whole milk 2-5 year olds: Unflavored 1% or skim 6-18 year olds: Unflavored or flavored 1% or skim	½ cup (4 oz)	¾ cup (6 oz)	1 cup (8 oz)	1 cup (8 oz)
Meat/Meat Alternates Amounts below must be served to meet the m/ma serving size requirements				
	1 oz eq =	1 ½ oz eq =	2 oz eq =	2 oz eq =
Lean meat, poultry, or fish	1 oz	1 ½ oz	2 oz	2 oz
Cheese (natural and processed; soft and hard)	1 oz	1 ½ oz	2 oz	2 oz
Shredded cheese	(¼ cup)	(3/8 cup)	(½ cup)	(½ cup)
Cottage cheese, ricotta cheese, cheese spread, cheese food 2 ounces = 1 ounce meat/meat alternate	¾ cup (2 oz)	3/8 cup (3 oz)	½ cup (4 oz)	½ cup (4 oz)
Egg, whole, large	½ egg	¾ egg	1 egg	1 egg
Cooked dry beans or peas	¼ cup	3/8 cup	½ cup	½ cup
Peanut butter, soy nut butter or other nut or seed butters	2 Tbsp	3 Tbsp	4 Tbsp	4 Tbsp
Peanuts, soy nuts, tree nuts or seeds - May be used to meet no more than ½ the M/MA serving size - Combine with another M/MA to meet the full minimum serving size	½ oz = 50%	¾ oz = 50%	1 oz = 50%	1 oz = 50%
Yogurt (regular and soy) - Must contain no more than 23 grams of total sugars per 6 ounces	½ cup (4 oz)	¾ cup (6 oz)	1 cup (8 oz)	1 cup (8 oz)
Surimi	3 oz	4.4 oz	6 oz	6 oz
Tempeh	1 oz	1 ½ oz	2 oz	2 oz
Tofu (commercially prepared) 2.2 oz. (1/4 cup) must contain at least 5 grams of protein	¾ cup (2.2 oz)	3/8 cup (3.3 oz)	½ cup (4.4 oz)	½ cup (4.4 oz)
Soy products (e.g. soy sausage, veggie burgers etc.) or alternate protein products. Must meet the requirements in Appendix A to Part 226	1 oz	1 ½ oz	2 oz	2 oz
Vegetables Full-strength juice may only be served to meet the fruit or vegetable requirement at one meal or snack per day	⅛ cup	¼ cup	½ cup	½ cup
Fruits - Full-strength juice may only be served to meet the fruit or vegetable requirement at one meal or snack per day - A second vegetable may be served in place of fruit. When served, must serve the minimum fruit serving size.	⅛ cup	¼ cup	¼ cup	¼ cup
Grains - Must be whole grain-rich, enriched, or fortified - At least one serving per day must be whole grain-rich - Grain-based desserts are not creditable (Refer to CACFP Grains Chart) - Cereals must contain no more than 6 grams of sugar per dry ounce				
Bread	½ oz eq	½ oz eq	1 oz eq	1 oz eq
Bread products, such as biscuits, rolls, or muffins Refer to the CACFP Grains Chart for options and serving sizes	½ oz eq	½ oz eq	1 oz eq	1 oz eq
Rice, pasta, grains, and/or cooked cereals	¼ cup	¼ cup	½ cup	½ cup



CACFP Child Meal Pattern

Must serve the required components and serving sizes

Snack				
Must serve 2 of the 5 components. Only 1 of the 2 components may be a beverage.				
Food Components and Food Items	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18
Fluid Milk 1 year olds: Unflavored whole milk 2-5 year olds: Unflavored 1% or skim 6-18 year olds: Unflavored or flavored 1% or skim	½ cup (4 oz)	½ cup (4 oz)	1 cup (8 oz)	1 cup (8 oz)
Meat/Meat Alternates Amounts below must be served to meet the m/ma serving size requirements				
	½ oz eq =	½ oz eq =	1 oz eq =	1 oz eq =
Lean meat, poultry, or fish	½ oz	½ oz	1 oz	1 oz
Cheese (natural and processed; soft and hard)	½ oz	½ oz	1 oz	1 oz
Shredded cheese	(⅓ cup)	(⅓ cup)	(¼ cup)	(¼ cup)
Cottage cheese, ricotta cheese, cheese spread, cheese food 2 ounces = 1 ounce meat/meat alternate	⅓ cup (1 oz)	⅓ cup (1 oz)	¼ cup (2 oz)	¼ cup (2 oz)
Egg, whole, large	½ egg	½ egg	½ egg	½ egg
Cooked dry beans or peas	⅓ cup	⅓ cup	¼ cup	¼ cup
Peanut butter, soy nut butter or other nut or seed butters	1 Tbsp	1 Tbsp	2 Tbsp	2 Tbsp
Peanuts, soy nuts, tree nuts or seeds	½ oz	½ oz	1 oz	1 oz
Yogurt (regular and soy) - Must contain no more than 23 grams of total sugars per 6 ounces	¼ cup (2 oz)	¼ cup (2 oz)	½ cup (4 oz)	½ cup (4 oz)
Surimi	1.5 oz	1.5 oz	3 oz	3 oz
Tempeh	½ oz	½ oz	1 oz	1 oz
Tofu (commercially prepared) 2.2 oz. (1/4 cup) must contain at least 5 grams of protein	⅓ cup (1.1 oz)	⅓ cup (1.1 oz)	¼ cup (2.2 oz)	¼ cup (2.2 oz)
Soy products (e.g. soy sausage, veggie burgers) or alternate protein products. Must meet the requirements in Appendix A to Part 226	½ oz	½ oz	1 oz	1 oz
Vegetables*	½ cup	½ cup	¾ cup	¾ cup
Fruits*	½ cup	½ cup	¾ cup	¾ cup
* Full-strength juice may only be served to meet the fruit or vegetable requirement at one meal or snack per day				
Grains - Must be whole grain-rich, enriched, or fortified - At least one serving per day must be whole grain-rich - Grain-based desserts are not creditable (Refer to CACFP Grains Chart) - Cereals must contain no more than 6 grams of sugar per dry ounce				
Bread	½ oz eq	½ oz eq	1 oz eq	1 oz eq
Bread products, such as biscuits, rolls, crackers, or muffins Refer to the CACFP Grains Chart for options and serving sizes	½ oz eq	½ oz eq	1 oz eq	1 oz eq
Cooked breakfast cereal, cereal grain, rice and/or pasta	¼ cup	¼ cup	½ cup	½ cup
Ready-to-eat breakfast cereal (dry, cold)				
Flakes or rounds	½ cup	½ cup	1 cup	1 cup
Puffed cereal	¾ cup	¾ cup	1 ¼ cup	1 ¼ cup
Granola	⅓ cup	⅓ cup	¼ cup	¼ cup



WIC Income Eligibility Table July 1, 2026 – June 30, 2027

Family Size	Weekly Income	Bi-weekly Income	Monthly Income	Annual Income
1	\$568	\$1,136	\$2,461	\$29,526
2	770	1,540	3,337	40,034
3	972	1,944	4,212	50,542
4	1,175	2,349	5,088	61,050
5	1,377	2,753	5,964	71,558
6	1,579	3,157	6,839	82,066
7	1,781	3,561	7,715	92,574
8	1,938	3,965	8,591	103,082
Each Additional	+ 203	+ 405	+ 876	+ 10,508

Based on 185% of the US Department of Health and Human Services Poverty Guidelines

Development and Mental Health Support

Head Start supports children at all stages of development, including those with disabilities. If you have any questions or concerns about your child's development, please speak with your child's teacher. The program collaborates with local school districts, Birth to 3 programs, and other community agencies to identify children who may benefit from evaluations and special education services. Parents are involved throughout the referral and evaluation process.

Head Start also prioritizes early childhood mental health by helping children develop social and emotional skills, regulate emotions, and build positive relationships. Staff work in partnership with families to encourage healthy development and create supportive classroom environments.

Supplemental Curriculum for Social-Emotional Growth

To foster social-emotional development, Head Start uses two key approaches: **Second Step** and **Conscious Discipline**.

- **Second Step** is implemented daily to teach children essential skills such as listening, attention, self-control, and cooperation.
- **Conscious Discipline** is an adult-first approach that promotes safe and connected environments, where both children and adults learn to manage their thoughts, feelings, and behaviors.

Together, these programs build self-regulation, emotional competence, friendship skills, and problem-solving abilities—laying the foundation for success in school and beyond.



Developmental Screenings and Support for Children with Special Needs

All enrolled children receive comprehensive developmental screenings through the **Ages and Stages Questionnaires (ASQ-3 and ASQ:SE-2)**:

- **ASQ-3** assesses communication, personal-social skills, problem-solving, and fine and gross motor development.
- **ASQ:SE-2** focuses on social-emotional development and behavior.

If a child is identified as potentially having a special need, Head Start staff assist families in making referrals to the local school district (LEA) or Birth to 3 programs. Children who qualify for services will receive an **Individualized Education Plan (IEP)** or **Individualized Family Service Plan (IFSP)**, developed in collaboration with families and service providers. Head Start staff work closely with specialists to ensure these plans are supported both in the classroom and at home.



Support for Dual Language Families

Head Start honors and supports the languages and cultures of all families. Staff recognize parents as a child's first and most important teacher and provide developmentally appropriate language experiences for both monolingual English speakers and dual language learners.



Parent, Family, and Community Engagement

Parent involvement benefits children in several ways. Children benefit when their parents know about and support what is happening in their education. Parents who develop a habit of involvement are more likely to continue participation throughout a child's school career. Finally, parents who are involved gain skills in decision making, teaching, management, advocacy and other areas. These gains can positively affect a parent's self-esteem, attitudes, behavior and employment. This in turn can lead to positive effects on the children.

Head Start developed a vision for parent involvement. This vision maintains that some of the most important goals for parent involvement in Head Start are to:

- Support parents as primary educators, nurturers and advocates for their children;
- Ensure that every parent has an opportunity for a significant experience in Head Start; and
- Ensure that parents are involved in making policy decisions for the program.

Each parent will improve his/her knowledge of and ability to teach and use school readiness skills, preventative health care measures, community organization skills, and socialization skills by participating in home visits, parent activities, health screenings, classroom planning activities, and Policy Council. In addition, you will receive newsletters to keep you informed of what is new in Head Start, legislation that may affect you and child development information.

Custody Issues

Please notify Head Start staff of any no contact orders or restraining orders involving you or your child. We will request a written copy of these orders. In situations where family members are in conflict with one another, we shall work openly, sharing our observations of the child, to help all parties involved in making informed decisions. Our role is to provide support without advocating for any particular party involved.

Siblings at School

We strive to make all activities as family friendly as possible. There will be activities planned specifically designed for the entire family. However, due to Child Care Licensing Regulations, we ask that you make other arrangements for any of your child's siblings when you participate or volunteer at the classroom. Siblings are welcome to attend field trips and activities outside the classroom but the parent must attend as well and provide transportation.



Help Your Child Succeed in Preschool: Build the Habit of Good Attendance

Early School Success goes hand in hand with good attendance!

DID YOU KNOW?

Showing up on time every day is important to your child's success and learning from preschool forward.

Missing 10 percent of preschool (one or two days every few weeks) can

- Make it harder to develop early reading skills.
- Make it harder to get ready for kindergarten and first grade.
- Develop a poor attendance pattern that's hard to break.

High quality preschool programs have many benefits for your child. The routines your child develops in preschool will continue throughout school. You can make the most of preschool by encouraging your child to attend every day!

WHAT YOU CAN DO

Work with your child and his/her teacher to help your child develop strong attendance. Your enthusiasm is a big boost to success.

Talk about it – sing about it – make it an adventure!

- Set a regular bed time and morning routine
- Lay out clothes and pack backpacks the night before
- Share ideas with other parents for getting out the door on time

Before the school year starts:

- Find out what day preschool starts and start the exciting count down!
- Make sure your child has the required shots.
- Attend orientation with your child to meet the teachers and classmates.

Ready – Set GO!

- Develop back-up plans for getting to preschool if something comes up
- Ask family members, neighbors or other parents to lend a hand if you need help dropping off or picking up your child
- Schedule medical appointments and extended trips when preschool is not in session
- If your child seems anxious about going to preschool, talk to the program director, teacher, your doctor or other parents for advice. If the problem persists, make sure the program is a good fit for your child.



Education

SWCAP Head Start strives to provide the highest quality services to all children and families served. School readiness, ensuring children are prepared for kindergarten, and preparing children to be life-long learners are our programs primary goals.



The program offers activities that are developmentally appropriate and recognize that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles.

Ways parents can be involved in their child's education:

- Help plan learning experiences
- Participate in home visits/conferences to discuss their child's development and education
- Listen and talk with your child about their day
- Play with your child
- Read with your child
- Participate in parent meetings
- Volunteer in your child's classroom

Early Head Start – Home Based (serving pregnant women and children ages 0-3)

Families in the Early Head Start Home Based Program will receive weekly Home Visits and twice each month you'll be invited to family activities. The goal of all Early Head Start activities is to foster a strong attachment between parent and child. Children will be allowed opportunities to practice emerging skills in stimulating, safe environments. Education starts before a baby arrives! These activities include:

- Assisting pregnant women in getting prenatal and postpartum care
- Providing nutrition education
- Promoting medical and dental treatment
- Helping all families identify support networks

Early Head Start – Center Based

Children in the Early Head Start Center Based Program will receive two Home Visits, two to three Parent-Teacher Conferences per year and daily opportunities to develop social and cognitive skills in a group setting. Individualized activities will be provided through a structured daily routines and experiences, including:

- meals/feedings
- diapering/toileting
- toothbrushing
- transitions
- stories/finger plays
- pretend play
- music & art exploration
- sand & water
- outdoor play

Head Start

Children in the Head Start Program will receive at least two Home Visits, two Conferences and opportunities for children to gain social skills in daily/weekly group settings, including Family Night Activities. All classroom experiences in Head Start contain similar activities. Including:

- music & creative art experiences
- free play in interest areas
- small group activities
- breakfast and lunch, set up/clean up
- toothbrushing, handwashing & toileting
- outdoor play, large motor
- books/literacy activities
- field trips

SWCAP Head Start Curriculum

Curriculum:

- Student experiences that occur in the education process to meet school's instructional goals.
- Includes intentionally planned interactions with students using instructional discussions, materials and resources.
- Includes a process for evaluating children's growth.

A curriculum is like a road map; it helps you get where you want to go.

SWCAP Early Head Start - Center Based uses *The Creative Curriculum for Infant, Toddlers & Twos*. Focusing on five routines and eight experiences that are essential to the development and learning of children birth to age 3:

ROUTINES

- Hellos and Good-byes
- Diapering and Toileting
- Eating and mealtimes
- Sleeping and naptimes
- Getting dressed

EXPERIENCES

- Playing with toys
- Imitating and pretending
- Enjoying stories and books
- Connecting with music and movement
- Creating with art
- Tasting and preparing food
- Exploring sand and water
- Going outdoors

SWCAP Head Start uses *The Creative Curriculum for Preschool*. Children learn best when the learning is engaging and active. *The Creative Curriculum* uses research-based materials, offers flexibility and helps teachers organize their rooms into interest areas and use them effectively. Interest areas include:

- | | | |
|-----------------|----------------|--------------------|
| • Blocks | • Library | • Music & Movement |
| • Dramatic Play | • Sand & Water | • Computers |
| • Art | • Outdoors | • Discovery |
| • Toys & Games | • Cooking | |

To make *The Creative Curriculum* work best for each program, teachers must incorporate the interests of the children they teach and their families.

SWCAP Early Head Start - Home Based also uses *Parents as Teachers*. *Parents as Teachers* vision is that all children will develop, learn, and grow to realize their full potential. *Parents as Teachers* provides information that supports parents' role as their child's first and most important teachers and advocates. *Parents as Teachers* uses an approach to partner, facilitate and reflect.

How We Play, Learn, and Grow!

Head Start, Early Head Start (Home and Center Based)

The following chart shows the EXPERIENCES which enable children to achieve the School Readiness goals for development and learning. Staff and parents work together in the classroom and at home to help children realize their goals.

	LITERACY	MATHEMATICS	SCIENCE	SOCIAL STUDIES
Blocks	Charts and pictures are hung with words at children's eye level. Paper, markers, and tape are available for children to make signs for block buildings.	Clean-up activities require children to sort things by shape and size. Terms of comparison are used such as taller, shorter, the same length.	<i>Staff and parents talk with children about size, weight distribution, balance, and stability.</i> Experiments with momentum are introduced using ramps and balls.	Block people or figures are included that represent a range of jobs and cultures. Pictures of buildings are displayed.
Dramatic Play	Books and magazines are included. Shopping lists, receipts, and letter writing are used to introduce uses of print.	Items with numbers on them, such as telephones and menus are added. Play discussions may be about prices, addresses, or times of day.	Props such as a stethoscope or binoculars are used. Hygiene skills are modeled by washing babies or dishes.	Props related to different kinds of jobs are included. Props that reflect different themes are displayed.
Table Toys	Color, shape and size vocabulary is reinforced. Children are invited to describe what they are making.	Children create and duplicate patterns using color cubes, beads, etc. Collections are provided for sorting and classifying.	Balance and weight are discussed as children use table blocks. Children are asked to describe color, shape, size, and texture of table toys.	Puzzles which relate to themes addressed in the curriculum are included and rotated. Books are created that reflect classroom themes.
Art	Children are invited to dictate stories to go with artwork. Books containing colorful and stimulating illustrations are included.	Terms of comparison are used (the blue paint is darker than yesterday). Cookie cutters are introduced with playdough.	Sensory materials such as paint and playdough are included. Water and brushes are used for outdoor painting so that children can explore evaporation.	Posters, postcards, or other representations of artwork from various cultures are displayed. Children are encouraged to paint or draw what they see on a field trip.

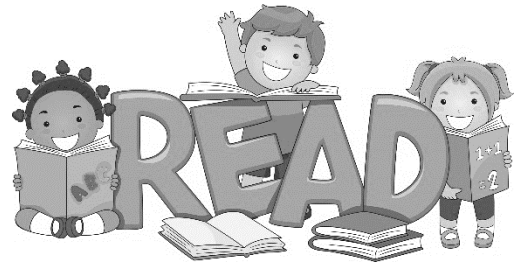


	LITERACY	MATHEMATICS	SCIENCE	SOCIAL STUDIES
Sand & Water	Children may write letters in the sand. Children are encouraged to use words to describe how the sand and water feels.	Measuring cups, spoons, and containers of varied sizes are provided. Children are asked estimation questions ("How many cups do you think it will take to fill the yellow pitcher?").	Bubble solution is provided with different kinds of bubble blowing tools. Magnifying glasses are provided to use in examining different sand table materials.	Children are invited to describe roads and tunnels created in the sand. Pictures of rivers, oceans, lakes, and beaches are hung near the water table.
Library Corner	Children are encouraged to "read" stories to each other. Stuffed animals and puppets are available for dramatization of stories.	Books about math concepts are included: size, number, comparisons, shapes. Number stamps may be added to writing center.	Books about pets, plants, bodies, water, inventions, etc. are provided in book area. Books are read about people making discoveries.	Books related to curriculum themes are included. Books are included that reflect diversity of culture and gender.
Music & Movement	Children may use instruments for the sound effects in stories. Poetry may be incorporated in music and movement experiences.	Percussion games can emphasize patterns, softer, louder, etc. Language is used in movement activities that develop spatial relationship thinking.	Children are encouraged to experiment with what sounds can be made with different parts of the body. A tape recorder is used to record children's voices, and played back for children to identify.	Instruments from different cultures are discussed and shared with children. Posters or pictures may be provided to show children costuming from other cultures.
Cooking	Pictures and words are used on recipe cards. Signs are posted reminding children to wash their hands.	Children may discuss whether ingredients will rise or fall when cooked. Children use measuring spoons and cups.	Children are encouraged to taste, smell, touch, listen, and observe at each step of the process. Children observe how heating and freezing change substances.	Parents are encouraged to share recipes which reflect family cultures. Children may see foods of different cultures during a trip to the grocery store.
Outdoors	Colored chalk and other writing materials are taken outside. Children are encouraged to observe street signs in the neighborhood.	Children are encouraged to look for patterns in nature. Children make collections while on walks, and then sort, classify, and graph them.	Children take a "Let's Find" walk in the neighborhood. Children are invited to listen to the sounds of birds.	Children take trips in the neighborhood. Children make maps of the outdoor play area or neighborhood.

Literacy Project

One of the most important things we can do with our children is to read to them

Studies have shown that children who are read to learn more easily than those who are not. By reading to your children often, they develop a love for books and enjoy reading. Listening to good stories stimulates the imagination, introduces new ideas, and enhances their vocabulary.



SWCAP Head Start/Early Head Start's Planned Language Approach will assist families by:

- Supporting parents in the role of being the child's first teacher.
- Lending books, on Home Visits or from the classroom.
- Setting School Readiness Goals.
- Increase families' access to materials, activities and services that promote literacy.
- Assisting parents with their own literacy.

What parents can do?

- Read to your child often. Set aside 5-10 minutes daily.
- Take your child to the library. Let your child select the book. Get a library card and attend library programs.
- Look for books with repetition, rhymes, and playful words and sounds.
- Tell your child the author's and illustrator's names and explain what they do.
- Ask questions and talk about the pictures during the story.
- Have your child retell the story.
- Monitor your child's television viewing.
- Talk about daily activities, sing songs, tell stories or do finger-plays.
- Role model by reading for your own enjoyment.



All children will receive a special literacy packet as a reward for participating in family literacy activities.

Remember, it's important to read to your child right from the start!

Transition Process

Smooth transitions are important to each child's social-emotional development. Children enrolled in the Early Head Start program will remain in Early Head Start until they are age eligible for Head Start or another preschool program.

Your child's transition to a preschool program is a big step. Many children are attending a classroom setting for the first time. Early Head Start staff will work with you and your child to make this transition as smooth as possible by

- Discussing the transition on home visits
- Visit the Head Start classroom with the EHS Lead Teacher or Family Service Advocate
- Conduct a joint home visit with the EHS Family Service Advocate and Head Start Lead Teacher
- Transfer records from Early Head Start to Head Start

If your child will be attending another preschool program in the area, please inform your Family Advocate. The Family Advocate will work with you to explore the steps needed to enroll your child in the program, encourage you to arrange a visit to the program site, and fill out a release of information so that any relevant records may be transferred to the new program.

Moving from Head Start to 4K or kindergarten is a big step for both children and parents. You and your child will find 4K and kindergarten to be much like Head Start in some ways. However, 4K and kindergarten will involve:

- Dealing with more people
- Experiencing new activities such as eating in a cafeteria
- Bigger class sizes
- More structure
- More focus on learning academic subjects

Head Start staff will help families transition to 4K and kindergarten through the following activities by:

- Providing families with a Transition Record outlining expectations and practices at their local school
- Transferring Head Start records to their local school
- Discussion during a home visit in May
- Assisting parents with participation in 4K or kindergarten screening at their local school
- Assisting parents and children with visitation at their local school if needed
- Providing learning activities about kindergarten in the Head Start classroom
- Additional activities will be provided based on your local district

Active participation in Head Start helps your child take the first steps to school success



Your Guide to Regulated Child Care Your summary of the child care rules

A WORD ON WISCONSIN CHILD CARE REGULATIONS

Anyone providing care and supervision for 4 or more children under age 7 years for less than 24 hours a day must be licensed by the Department of Children and Families. Exceptions to this rule are:

- A parent, grandparent, great-grandparent, stepparent, brother, sister, first cousin, nephew, niece, uncle, or aunt of a child, whether by blood, marriage, or legal adoption, who provides care and supervision for the child.
- Public, parochial, or private schools.
- Care provided in the home of the child's parent for less than 24 hours per day.
- Counties, cities, towns, school districts, and libraries that provide programs for children primarily intended for social or recreational purposes.
- A program that operates not more than 4 hours per week.
- Group lessons to develop a talent or skill such as dance or music, social group meetings and activities, group athletics.
- A program where the parents are on the premises and are engaged in shopping, recreation, or other non-work activities.
- Seasonal programs of ten days or less duration in any 3-month period, including day camps, vacation bible school, and holiday child care programs.
- Emergency situations.
- Care and supervision for no more than 3 hours a day while the parent is employed on the premises.
- A program provided where the child of a recipient of temporary assistance to needy families, or Wisconsin Works (W-2), is involved in orientation, enrollment, or initial assessment or where parents are provided training or counseling.

Regulations set minimum health and safety standards for child care, but they cannot guarantee high quality care. That is why parent involvement is so crucial.

TYPES OF REGULATED CHILD CARE PROGRAMS

Licensed Family Child Care Centers:

A program regulated under DCF 250 where a person provides care and supervision for less than 24 hours per day to between 4 and 8 children under 7 years of age.

Age groups may be mixed according to the following combinations. Additional allowed school-aged children in care for 3 or fewer hours per day are shown in parentheses.

<u>Children Under Age 2</u>		<u>Children Age 2 and Older</u>		<u>School Age Children</u>		<u>Maximum Group Size</u>
0	+	8	+	(0)	=	8
1	+	7	+	(0)	=	8
2	+	5	+	(1)	=	8
3	+	2	+	(3)	=	8
4	+	0	+	(2)	=	6

Licensed Group Child Care Centers:

A program regulated under DCF 251 where a person for less than 24 hours per day provides care and supervision for 9 or more children.

<u>Age of Children</u>	<u>Staff-To-Child Ratio*†</u>	<u>Maximum Group Size</u>
Birth to 18 mos	1:4 or .25	8
18 mos to 2½ yrs	1:7 or .143	14
2½ yrs to 3 yrs	1:8 or .125	16
3 yrs	1:10 or .10	20
4 yrs	1:13 or .077	26
5 yrs and over	1:18 or .056	36

* These ratios are adjusted for mixed age groups

† These ratios are in effect until July 31, 2027. On August 1, 2027, the ratios revert to June 2025 ratios.

Licensed Day Camps for Children:

A program regulated under DCF 252 that provides care and supervision to 4 or more children, 3 years of age and older, in a seasonal program oriented to the out-of-doors for periods less than 24 hours per day.

<u>Age of Children</u>	<u>Counselor-to-Child Ratios*</u>
3 years to 4 years	1:4 or .25
4 years to 5 years	1:6 or .167
5 years and 6 years	1:12 or .083
7 years and older	1:18 or .056

* These ratios are adjusted for mixed age groups

Certified Family Child Care

A program regulated under DCF 202 where a person provides care and supervision for less than 24 hours per day for no more than 3 children under age 7 with a maximum group size of 6, including the provider's own children under age 7.

When three or more children present are under age 2, the maximum group size is reduced.

IF YOU HAVE QUESTIONS, CONCERNS, OR COMPLAINTS

First, talk to your child's caregiver and try to work out your differences. If those attempts fail, and you feel the caregiver is violating a state licensing regulation, contact the appropriate regional office. See <https://dcf.wisconsin.gov/cclicensing/contacts> or call 1-800-362-7353 for licensing contact information.

If you feel the caregiver is violating certification rules, contact the appropriate certifying agency. See <https://dcf.wisconsin.gov/files/ccregulation/cccertification/certifiers.pdf> or call 1-800-362-7353 for certification contact information.



Wisconsin Department of
Children and Families

Division of Early Care and Education
DCF-P-2436 (R. 11/2025)

dcf.wisconsin.gov

WHAT IS QUALITY CHILD CARE?

That question has no easy, quick answer. Evaluating child care may seem an overwhelming task, especially if you are new to child care services. This checklist can help. For a thorough evaluation, go through the entire checklist section by section, or, if you prefer, focus on the parts that seem most important to you. YoungStar is a program of the Department of Children and Families created to improve the quality of child care for Wisconsin children. To search for safe, quality child care in Wisconsin, see the Regulated Child Care and YoungStar Public Search page <http://childcarefinder.wisconsin.gov/Search/BasicSearch.aspx>.

Caregivers

- Do they genuinely seem to enjoy working with young children?
- Do they seem to be warm, loving people?
- Do they talk with you openly and straightforwardly about their policies?
- What training and experience do they have? Do they receive regular, ongoing job related training?
- Do they seem to get along well with each other?

Caregiver/Child Interaction

- Do they get down to eye level when talking to or listening to the children?
- Do they encourage the children to express their feelings verbally?
- Do they encourage children to work out negative feelings without hurting others?
- Do they respect individual differences among the children?
- Do the child guidance measures focus on what the child should do rather than what the child should not do?
- Do they set reasonable limits and allow children to make choices when appropriate?
- Do they provide guidance with words, tone of voice, and actions that show respect for children? Note: See licensing and certification rules for prohibited actions.
- Do they show patience by letting children do things for themselves and exert their independence?
- Do the children seem comfortable when talking to the caregivers?
- Do the children seem happily occupied and relaxed?
- Does the ratio of children to caregivers meet state requirements?

Physical Environment

- Are the play areas clean and large enough so children can move freely and safely?
- Is the playground safe and supervised by an adult?
- Is play equipment sturdy and in good repair?
- Are games, toys, etc. stored where the children can get to them?
- Are wall displays placed at child's eye level?
- Are unused electrical sockets covered with safety caps?
- Are cleaning fluids, medications, poisons, sharp tools, matches, etc. stored away from children?
- Is the area free of other hazards: peeling paint, exposed electrical wires, uncovered hot water pipes, unprotected hot radiators or heaters?
- Are fire safety and tornado drills practiced?
- Are emergency telephone numbers posted by the telephones?
- Is there adequate heat, ventilation, and lighting?
- Are bathrooms clean and sanitary?
- Are step stools in the bathrooms to help young children reach toilets and sinks?

Program/Activities

- Is there a regular daily schedule? Is it organized without being rigid?
- Are activities geared for different age and developmental levels?
- Are there indoor and outdoor activities?
- Is time provided for physical activity and quiet play?
- Is there a nap or rest period?
- Are there structured activities as well as free play when children can choose what to do?
- Are there opportunities for different types of interactions—large group play, small group play, alone time?
- Are there materials for different types of play—drama, music, creative movement, language skills, gross and fine motor skills, art projects, sand and water play?
- Are there living plants for children to observe and care for?
- Are there pets in areas of the center accessible to children? Have pets been appropriately vaccinated? Are pets tolerant of children? Is close supervision provided?
- Are the children taken out into the community for activities—parks, libraries, museums, field trips? Is there adequate supervision?

Transportation

- Are vehicles used to transport children insured, and does the center's policy address insurance coverage for transportation?
- Are vehicles in safe operating condition?
- Are appropriate individual child car safety seats and booster seats used?
- Does the center have a procedure to ensure that no child is left unattended in a vehicle?
- Do vehicles with a seating capacity of 6 or more passengers in addition to the driver have a vehicle alarm installed to ensure no child is left unattended in a vehicle?

General Things to Look For

- Is the license/certificate posted?
- Are visits by the parents, whether announced or unannounced, welcome at any time?
- Are there opportunities for parent / caregiver communication?
- Is this the kind of place you would enjoy spending your day?
- Are the results of the most recent licensing visit posted?
- Do staff and children wash their hands before meals and after toileting or diapering?
- Are meals and snacks well balanced and wholesome?
- Is the food preparation area clean and sanitary?
- Are menus posted in licensed programs?

SWCAP HEAD START/EARLY HEAD START ENROLLMENT POLICY

Children and/or pregnant women in the service area that meet the selection criteria and have the greatest need will be enrolled, up to the funded enrollment of the programs. The agency will be fully enrolled on the first day of the program year and it must fill any vacancy within 30 days. At least ten percent (10%) of the total number of enrollment slots are for children with diagnosed disabilities, as defined by Head Start Performance Standards 1305.15. A child shall be considered accepted when the parent or guardian has:

- 1) been notified the child was selected for enrollment,
- 2) agreed to participate in the program and
- 3) completed and signed the enrollment form for the child.

An accepted child or pregnant woman will be considered enrolled on the date he/she has attended one class or participated in one home visit.

In the operation of the program, no child nor member of his or her family will be discriminated against on the basis of their age, sex, religion, marital status, handicap, creed, national origin, sexual orientation, arrest, and/or conviction record, in so long as SWCAP Head Start/Early Head Start remains in compliance with the state of Wisconsin Licensing Rules for Child Care, the Head Start Performance Standards, and the Head Start Act.

Families will be selected for enrollment based on the following criteria:

Head Start

- Income and age eligible children with the highest number of selection criteria points will be accepted based on the number of available enrollment slots in a service area.
- Children must be three years old on or before September 1st. If the program experiences a mid-year vacancy and does not have a sufficient waiting list to fill the slot, the program may fill the vacancy with a child who is three years of age after September 1.*
- Children who have completed one year in Head Start or children who enrolled later but completed the program year will automatically be enrolled for a second year, provided they currently reside in the service area and a slot is available.** If the service area contains a center-based option and a combination option these children will be given priority for enrollment in the center-based option.
- Children who completed enrollment in Early Head Start are given preference to be enrolled in the preschool Head Start program provided there are vacant slots available.
- If the number of income and age eligible children is less than the number of vacant enrollment slots for an area, the age eligible, above income child with the highest number of points may be enrolled.***
- Children not selected for enrollment will be placed on a prioritized waiting list.

Early Head Start (Pregnant Women and Children 0-3 Years)

For Early Head Start, enrollment includes all pregnant women that have been accepted and received at least one direct service.

- Income and age eligible children or pregnant women with the highest number of points will be selected for enrollment based on the number of available enrollment slots in a service area.
- If the number of income and age eligible children or income eligible pregnant women is less than the number of enrollment slots for an area, the above income child or pregnant women with the highest number of points may be enrolled.***
- A program may maintain a child's enrollment in Early Head Start as described in 1302.12(j)(2).

Vacancies

The waiting list will be used to fill vacancies as they occur using the criteria outlined previously. No more than thirty (30) calendar days may lapse before the vacancy is filled. The agency may elect to not fill a vacancy when thirty (30) calendar days or less remain in the program year.

Homelessness/ Foster care

We will make every effort to maintain the child's enrollment regardless of whether the family or child moves to a different service area, or transition the child to a program in a different service area, as required by Performance Standard 1302.72(a), according to the family's need.

Disenrollment

Families who commit or attempt to commit fraud by providing false documents or eligibility information may be removed from accepted status or terminated from the program.

- * Factors to be considered in enrolling a child who is 3 after September 1 will include but are not limited to: predominant age of children already enrolled in classroom, program option, staff-children ratio, EHS enrolled child.
- *Occasionally service in areas may be discontinued due to lack of eligible children.or available site.
- *Only 10% of the total funded enrollment may be filled by above income families.

SWCAP Head Start Community Resolution Procedures

This procedure is a problem-solving mechanism in which every attempt is made to resolve issues at the lowest level of authority, with the least possible program disturbance. A grievance is a written complaint alleging that Head Start Regulations, policies and/or procedures:

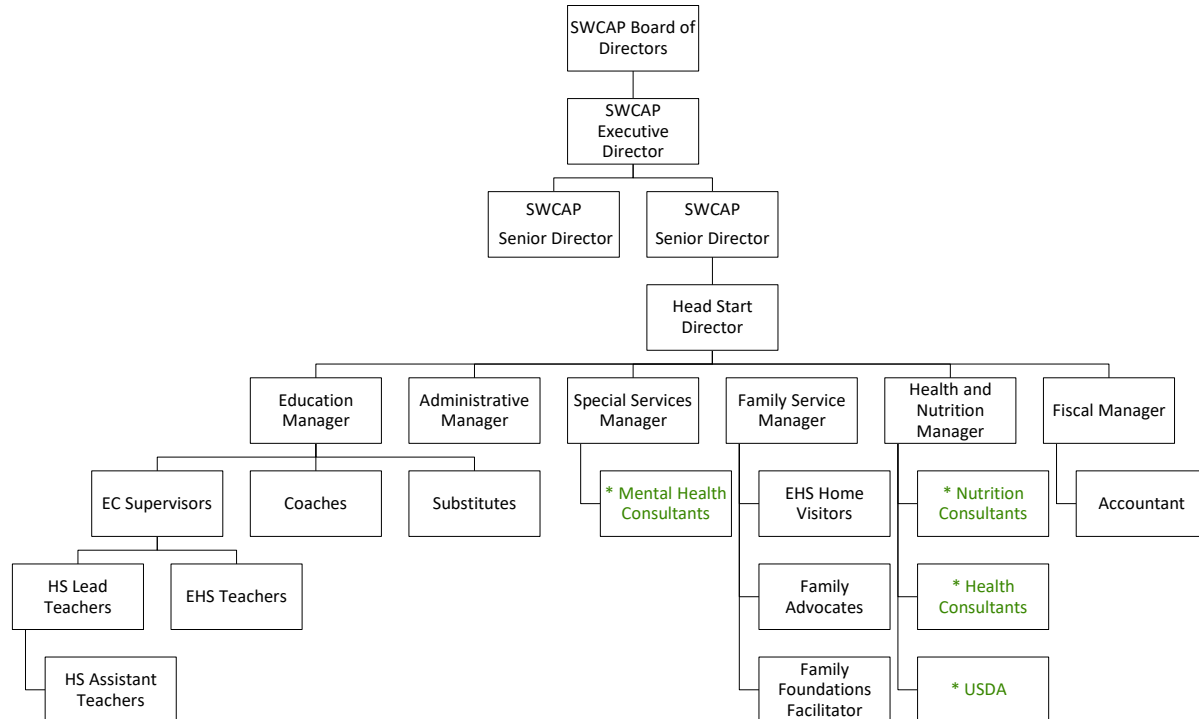
1. were not followed; or
2. were administered in a discriminatory (unequal) fashion; or
3. were administered in an arbitrary or unfair fashion.

Situations may arise that are not covered by an existing policy and/or procedure but seem to merit actions; these situations would be addressed in most cases by the development of new policies and procedures.

1. Before a grievance can be filed by a parent or community member, direct discussion must take place between the complainant and person(s) whom the complaint involves. They must make more than one attempt to resolve the conflict. All parties should note the date and time and topic of these informal discussions.
2. Failing resolution at that level, the person with the complaint must attempt to resolve problems or concerns with the next level of authority. More than one meeting must occur prior to the issue becoming a grievance.
3. If the informal discussion process fails, the complaint must be prepared in writing with the remedial action being sought and given to the individual about whom the complaint is made with a copy forwarded to that person's supervisor. The staff person about whom the complaint is made will have a maximum of ten working days to provide a written response after receiving the written complaint.
4. If the complaint is not resolved, or if no action occurs within ten working days, the complaint may be presented in writing to the supervisor, who has ten working days to hold at least one meeting and to make a written recommendation.
5. If the complaint is not resolved, or if no action occurs within ten working days, the complaint may be presented in writing to the Head Start Director, who has ten working days to hold at least one meeting and to make a written recommendation.
6. If the complaint is not resolved, or if no action occurs within ten working days, the complaint may be presented in writing to the SWCAP Executive Director, who has ten working days to hold at least one meeting and to make a written recommendation.
7. Failing resolution at that level, the complainant may request a hearing in writing to the committee members of the SWCAP Governing Board and Head Start Policy Council, who have ten working days to hold the hearing and report their findings.
8. If the complaint is found to be valid, the SWCAP Board Chairperson shall announce the decision and ask management to implement a resolution within 10 working days and inform the complainant that a written report shall be mailed within three working days of the hearing.
9. If the complaint is found to be invalid, the SWCAP Board Chairperson shall announce the decision and inform the complainant that a written report shall be mailed within three working days of the hearing. The complainant shall be informed that the complaint may be forwarded to ACYF and provided with the name of the program specialist who oversees SWCAP Head Start.

10. The following concepts will be used for the written complaint procedure:
 - a. Information is submitted in writing, signed, and dated;
 - b. No anonymous complaints will be accepted or considered;
 - c. Witnesses may be called at the discretion of the parties involved;
 - d. Supporting information may be submitted;
 - e. The content of all meetings are kept confidential;
 - f. Mediators or other neutral parties may be asked to assist in resolving differences any time after operational procedure #6, above.
 - g. Efforts are made to keep the complaint local, involving as few people as possible.
 - h. Complaints alleging criminal acts or immediate danger to children are dealt with immediately by program officials, parents, and other authorities as appropriate.
11. Once a person has taken a complaint through all of the steps outlined above, the complaint may not be returned to the lower level of authority to begin all over again.

SWCAP Head Start Organizational Chart



* Positions in green are not SWCAP

Adm.Procedure 01
05/2024

Confidentiality—Sharing Information Policy

This policy is established in accordance with the Head Start Program Performance Standard: 1303.21—Program Procedures—applicable confidentiality provisions

- (a) If a program is an educational agency or institution that receives funds under a program administered by the Department of Education and therefore is subject to the confidentiality provisions under the Family Education Rights and Privacy Act (FERPA), then it must comply with those confidentiality provisions of FERPA...
- (b) If a program serves a child who is referred to, or found eligible for services under, IDEA (Individuals with Disabilities Education Act), then a program must comply with the applicable confidentiality provisions in Part B or Part C of IDEA to protect the personally identifiable information (PII) in records of those children...

Purpose

The provision of quality services is the driving principle in the sharing of information. Open communication within the program is crucial to a complete and comprehensive understanding of the child and family. Information will be shared outside of the program only after proper signed releases have been obtained or as required by law.

All staff employed by SWCAP Head Start/Early Head Start are covered by this policy. The purpose of the policy is to

1. Clarify the sharing of information between:
 - SWCAP Head Start and Early Head Start staff
 - Outside agency staff and professionals
 - Staff, Parents, and Others
2. Maintain a records system that will preserve the confidentiality of all information regarding families and/or children enrolled or applying for enrollment in the SWCAP Head Start and/or Early Head Start program.

This policy addresses written records, electronic records and verbal information exchange.

Parent's Access to Records

Parents have unlimited access to all records maintained on their children. A non-custodial parent also has access to their child's records.

SWCAP Head Start/Early Head Start will include parents' rights to access records in the Parent Handbook, which is reviewed with parents of enrolled children during the Selection Visit and/or during the first home visit. Head Start will comply with all parental requests to review records within at least 30 days of the request.

Head Start Staff's Access to Records

In order for staff members to be effective in their interactions and interventions with families, staff has the responsibility to share information with all relevant staff and consultants so that everyone involved has a complete and accurate picture.

In achieving this goal, it is better to err on the side of sharing too much rather than too little. Information which may not seem relevant in one context becomes so when other information is revealed.

All SWCAP Head Start and Early Head Start records containing personally identifiable information will be stored in locked files on site. Access to electronic records by authorized staff will be protected through a password system to be accessed only by authorized personnel.

Exchange of Personally Identifiable Information with Other Agencies or Professionals

Obtaining Confidential Information: Prior consent in writing is required in order to exchange personally identifiable information about a child. Such information might prove harmful, or be an invasion of privacy if it were disclosed.

Personally identifiable information includes, but is not limited to:

- Child's full name (child's first name alone is not considered identifiable)
- Name of child's parents or other family member
- Address of the child or child's family
- Telephone number of the child or child's family
- Photograph of the child
- Personal identifier such as the child's social security number
- A list of personal characteristics that would make the child's identity easily traceable
- Other information that would make the child's identity easily traceable
- Date of birth

Release of Confidential Information: Personally identifiable information will only be released to others with prior written and dated consent of the parent (see important exceptions below). Personally identifiable information may be disclosed without prior written and dated consent, to the child's biological parents or legal guardians unless there is a legal document restricting their access to such disclosures.

Notice of and/or request for release of personally identifiable information will specify the records to be disclosed, the purpose of the disclosure and the identification of person(s) to whom the disclosure is to be made.

Release of Information without Parental Consent: SWCAP may disclose personally identifiable information without prior consent under the following conditions:

- To personnel within an educational agency or institution if the student is enrolled in or receives services from the Early Childhood Special Education Services, transportation services, etc.
- To the Wisconsin Department of Public Instruction (DPI)
- To personnel connected with an audit or evaluation of federal or state education programs or the enforcement of or compliance with federal or state legal requirements of the program
- To personnel in accrediting organizations fulfilling accrediting functions, e.g., CDA accreditation
- To comply with a judicial order of lawfully issued subpoena
- To personnel within the County Health and Human Services Department of the child's residence
- For health or safety emergency
- To personnel within the public school district of the child's residence
- To the County Social Services Department

Student Education Records

A child's student education records will be sent to the school they are enrolled in after Head Start. Student education records consist of the following:

- Behavior records
 - Child Behavior Management Plan
- End of year portfolio
- Student Health Records

Records

Specific written and electronic Head Start/Early Head Start records considered confidential information include, but are not limited to:

- Child's File
- Child's Mental Health records
- All records related to disabilities, such as IFSP/IEP, evaluations, etc.
- Medical Assessments
- Classroom Observations

Storage of Records: Confidential information will be kept in locked filing cabinets or secured electronic files when not being utilized by authorized staff.

Record Retention Requirements: Children's records will be maintained for three years after the end of the fiscal year in which the child was enrolled in the program.

Verbal Information:

Verbal information is subject to the same requirements as written information. If staff are not familiar with the person or agency requesting verbal information over the phone they can request the caller's phone number and call them back so they can be sure information is being shared with the correct person. A current Release of Information form from the agency requesting information must be on file.

Right to Revoke Authorization

A parent/guardian has the right to revoke an authorization at any time, provided that it is done so in writing and except to the extent that the agency has already used or disclosed the information in reliance on the authorization. Written revocation must include the date of revocation, specific release that is being revoked (i.e. specific doctor, dentist, mental health provider) and signature. A parent/guardian is unable to revoke the exchange of information in legally mandated situations such as Department of Social Service investigations.

Reckless Disclosure of Information

Improper disclosure of personally identifiable or confidential information may be subject to discipline up to and including termination and in accordance with the SWCAP Personnel Policies.

Training

Staff will participate in a review of this policy during new hire orientation and annually during staff in-service.

COMMUNICABLE DISEASE POLICY

SWCAP Head Start is committed to ensuring the safety, well-being, holistic health—physical, mental and emotional—of the children and pregnant women enrolled in our program, their families, and our staff. In support of this commitment, we provide programs and services designed to educate and promote the best practices in disease prevention and overall health for both participants and staff.

1. For purposes of this policy, communicable diseases include, but are not limited to, the following:

Chicken Pox **	Mononucleosis Virus
Conjunctivitis	Mumps**
Coronavirus	Pertussis (Whooping Cough)**
Coxsackie A (Hand, Foot, Mouth)	Ringworm
Cryptosporidium**	Roseola
Giardia Intestinalis**	Rubella (German Measles)
Haemophilus Influenza Type B (Hib)	Salmonella Bacteria**
Hepatitis A, B, or C**	Scabies
Impetigo	Shigella**
Influenza Virus	Streptococcal Infections
Lice	Tuberculosis**
Measles**	Yersinia Enterocolitica**
Meningitis**	
Gastrointestinal Viruses (Norwalk Agent Rotavirus)	

**Indicates disease reportable to Wisconsin Childcare Licensing or the Health Department
Effective November 1, 2023, individual cases of COVID-19 are no longer reportable unless the case is confirmed, probable, or suspected and is associated with a hospitalization or pediatric death.

2. The program will temporarily exclude any staff member or child presenting with an acute or contagious illness, as outlined above, or with a short-term injury that cannot be reasonably accommodated.
3. Children or staff who are suspected of having a communicable disease will be sent home from classrooms, socializations, or playgroups. Families will be encouraged to contact their primary care provider or local health department for appropriate diagnosis and treatment.
4. If a communicable disease is identified in an enrolled child or a household member, staff will reschedule any planned home visits and advise the family to seek medical guidance. Staff will help with scheduling an appointment, if needed. Follow-up contact will be made via phone, text, or email within 48 hours to check on the family's well-being and to coordinate the next appropriate home visit.
5. When a communicable disease is reported or observed, staff must notify the Health Manager and/or Education Manager. The following notifications will be made as appropriate:
 - The Education Manager will notify the Wisconsin Childcare Licensing agency.
 - The Health Manager will:

- notify the local Health Department of any confirmed cases of communicable disease
 - instruct classroom and/or home visiting staff to send letters home to families if their child or family was potentially exposed in the classroom, socialization, or playgroup.
- 6. All information under this policy will be kept confidential, except when disclosure is necessary for the investigation, control, or prevention of communicable diseases, or as required by state of Wisconsin law.
- 7. The administration may require a physician's statement to determine a Head Start child, pregnant woman, or staff member's suitability to participate in program activities or return to work when the individual is suspected of, or has been diagnosed with a communicable disease.

This policy is subject to change without prior notice and may be modified or made more stringent based on evolving circumstances or public health guidance.

Health. Policy 02
PC 06/2025

Child Abuse and Neglect Policy

Introduction

SWCAP Head Start/Early Head Start is required by law to act as a child abuse and neglect reporting agency. All staff are required by Wisconsin Statute 48.981 to immediately report any reasonable suspicion of child abuse and neglect to the Department of Children and Families. The purpose of the child abuse and neglect policy is three-fold: first, to aid in the prevention and elimination of child abuse and neglect; second, to establish a close working relationship with our county social service agencies; and third, to assist our program staff and parents to be as knowledgeable as possible about the problem of child abuse and neglect.

Philosophy Statement

Head Start recognizes the fact that one third of the reported cases of child abuse and neglect involve children who are less than six years old. Additionally, the program is aware that many of these children have disabilities. With these facts in mind, it is our intention to make every possible effort to assist in the elimination and prevention of either suspected or identified maltreatment among Head Start/Early Head Start children.

Head Start will strive to serve as a model of support for abused and neglected children. A close working relationship will be maintained with the local county social service agencies in recruiting and retaining abused and neglected children. The county social service agency will be recognized as the key organization in the community child protective system. It is our policy to report all suspected child abuse and neglect incidents in accordance with Office of Head Start policies and Wisconsin Statute 48.981. The program recognizes our mandated reporting status and that state law grants immunity to persons making reports or participating in a judicial proceeding in good faith.

Every effort will be made to have families continue to participate in the SWCAP Head Start/Early Head Start program as a means of assistance and support in dealing with the problem. It is not the responsibility of SWCAP Head Start/Early Head Start to investigate whether or not the abuse or neglect actually occurred. Staff must not attempt to investigate any allegations of abuse or neglect.

Orientation and Training for Staff and Parents

All Head Start and Early Head Start staff are mandated reporters and will be provided training in methods for identifying and reporting suspected child abuse and neglect at orientation and thereafter, twice a year. Staff will sign off and/or initial they have read and understand Fam.Policy 05 and Fam.Procedure 21 after each training. In accordance with Head Start Performance Standard 1302.47(4)(K) Staff with regular child contact have initial orientation training and ongoing training to ensure the safety of children in their care: recognition and reporting of child abuse and neglect in accordance with the requirement at paragraph (b) (5) of this section.

SWCAP Head Start/Early Head Start will provide annual orientation to parents/guardians concerning the prevention of child abuse and neglect.

The first step in helping abused or neglected children is learning to recognize the signs of child abuse and neglect. Following are the major signs of physical and sexual abuse, emotional damage and neglect. One of these, or even several in combination, may not indicate that abuse has occurred. They may indicate accidents or that medical conditions, emotional illness or other problems exist. If a number of these signs occur together or if they occur frequently, child abuse and neglect may be suspected. Staff should also take cultural differences into consideration.

Signs of Physical Abuse

- Bruises, welts on face, neck, chest, back
- Injuries in the shape of object (belt, cord)
- Unexplained burns on palms, soles of feet, back
- Fractures that do not fit the story of how an injury occurred
- Delay in seeking medical help
- Extremes in behavior: very aggressive or withdrawn and shy
- Afraid to go home
- Frightened of parents
- Fearful of other adults

Signs of Emotional Damage

- Low self-esteem
- Self-denigration
- Severe depression
- Aggression
- Withdrawal
- Severe anxiety
- Failure to learn

Signs of Neglect

- Poor hygiene, odor
- Inappropriately dressed for weather
- Needs medical or dental care
- Left alone, unsupervised for long periods
- Failure to thrive, malnutrition
- Constant hunger, begs or steals food
- Extreme willingness to please
- Frequent absence from school
- Arrives early and stays late at school or play areas or other people's homes

Signs of Sexual Abuse

- Pain, swelling or itching in genital area
- Bruises, bleeding, discharge in genital area
- Difficulty walking or sitting, frequent urination, pain
- Stained or bloody underclothing
- Venereal disease
- Refusal to take part in gym or other exercises
- Poor peer relationships
- Unusual interest in sex for age
- Drastic change in school achievement
- Runaway or delinquent
- Regressive or childlike behavior

Information listed above was provided by the Wisconsin Department of Children and Families.

Reporting

Reports of suspected child abuse or neglect should be made to the county where the child or the child's family resides. To make a report by phone contact the appropriate county social service agency listed below. Reports may also be made to local law enforcement offices.

Grant County Department of Social Services
8820 Hwy. 35 and Hwy. 61 South
P.O. Box 447
Lancaster, WI 53813
Office Hours: 608-723-2136
After Hours: 608-723-2157
FAX: 608-723-4835

Iowa County Department of Social Services
303 W. Chapel St., Suite 2300
Dodgeville, WI 53533
Office Hours: 608-930-9801
After Hours: 608-935-3314
FAX: 608-935-9754

Lafayette County Human Services
627 Main St. Box 206
Darlington, WI 53530
Office Hours: 608-776-4800
After Hours: 608-776-4848
FAX: 608-776-4914

Richland County Health & Human Services Dept.
221 West Seminary
Richland Center, WI 53581
Office Hours: 608-647-8821
After Hours: 608-647-2106
FAX: 608-647-6611

All centers/classrooms will have the county social service number for reporting child abuse or neglect posted in a conspicuous place. Please see the Reporting Child Abuse and Neglect Procedure.

Staff who need help identifying the correct agency to place the report can call the National Child Abuse Hotline at 1-800-4-A-CHILD (1-800-422-4452). It is important to note that calling the National Hotline does not substitute for mandated state reporting to the appropriate agency.

Reports: SWCAP Head Start and Early Head Start has internal policies and procedures in place for staff to report suspected cases of child abuse and neglect, see Fam.Policy 05, Fam.Procedure 21 and Fam.Form 13 .

In accordance Wisconsin Administrative Code 251.04 (3) (j) Any suspected abuse or neglect of a child by an employee or volunteer that was reported under s.DCF 251.04 (8) (a) or any inappropriate discipline of a child by an employee or volunteer including any incident that results in a child being forcefully shaken or thrown against a surface, hard or soft, during the child's hours of attendance within 24 hours after the occurrence.

We strongly remind staff, consultants, and volunteers that engaging in corporal punishment, emotional or physical abuse, or humiliation of children at any time is prohibited.

When there are formal allegations regarding staff, the alleged staff person or persons will be immediately removed from the classroom and placed on administrative leave without pay, pending the investigation. Once the investigation has been completed, if the staff person involved has been cleared of all allegations, the staff member will be compensated for lost wages. Any incidents or alleged incidents including staff or volunteers will be reported to Director immediately. The Director will report as soon as possible, no later than 48 hours, to the responsible HHS official, at the Regional Office.

If an investigation finds substantiated evidence of a violation of the Child Guidance Policy, Standards of Conduct, SWCAP Personnel Policies, WI Child Care Licensing Rules and Regulations, or Head Start Performance Standards, that person shall be subjected to Section 10 of SWCAP's Personnel Policies which detail the consequences for Problem Performance and Problem Behavior.

Confidentiality

All records relating to suspected child abuse and neglect will be maintained at central office by the Family Services Coordinator in a locked file. Persons wishing to review the records will need to follow the SWCAP Head Start/Early Head Start Confidentiality Policy and Wisconsin Statute 48.987(7).

Policy Review

SWCAP Head Start/Early Head Start Child Abuse and Neglect Policy will be reviewed annually and updated to reflect any changes that occur in state or federal law.

Failure to comply with this policy and the severity of the incident will result in staff counseling, suspension without pay, or immediate termination.

Fam.Policy 05
PC 09/2020