



Madera Head Start – California State Preschool Program/Regional Head Start (RHS/CSPP)

PARENT HANDBOOK

2022-2023



Community Action Partnership of Madera County welcomes your family to our Head Start/State Preschool Program.

This **handbook** was designed to assist families with understanding the requirements to participate in a Head Start/State funded preschool program. We look forward to serving you!

We are a private, non-profit organization funded by federal, state & local governments.





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Program Design

Mission: Helping people, changing lives and making our community a better place to live by providing resources and independence.

Our Vision

Community Action Partnership of Madera County will be recognized as a premier social services agency that eliminates the effects of poverty by helping people obtain the knowledge and skills to achieve self-reliance and economic stability...one life at a time.



Center Locations, Ages of Children Served, Days & Hours of Operation, Contact Information:

Chowchilla Head Start

Serving Children Ages 3 – 5 years
Full-Day Site Operating 8:00 am – 2:00 pm
(559)665-0291
265 Hospital Dr.
Chowchilla, CA 93610

Cottonwood Head Start

Serving Children Ages 3– 5 years
Full-Day Site Operating 8:00 am – 2:00 pm
(559) 664-1109
2236 Tozer Ave,
Madera, CA 93638

Eastside Head Start

Serving Children Ages 3 – 5 years
Full-Day Site Operating 8:00 am – 2:00 pm
(559) 674-1268
1112 South A St,
Madera, CA 93638

Community Action Partnership of Madera County

Open Monday-Friday 8:00 am – 5:00 pm
(559) 673-9173
1225 Gill Avenue
Madera, CA 93637

Fairmead Head Start

Serving Children Ages 3 – 5 years
Full-Day Site Operating 8:00 am – 2:00 pm
(559) 665-5559
22850 Rd. 19 ½
Chowchilla, CA 93610

Mis Tesoros Head Start

Serving Children Ages 3 – 5 years
Full-Day Site Operating 8:00 am – 2:00 pm
(559) 673-1011
131 Mace St.
Madera, CA 93638

Ruth Gonzales Head Start

Serving Children Ages 3 – 5 years
Full-Day Site Operating 8:00 am – 2:00 pm
(559) 675-8518
838 Lilly St.
Madera, CA 93638

Verdell McKelvey Head Start

Serving Children Ages 3 – 5 years
Full-Day Site Operating 8:00 am – 2:00 pm
(559) 673-1500
1901 Clinton St.
Madera, CA 93638

Open Door Policy: You may visit your child's classroom unannounced to observe your child at any time during operational hours. Our program is based upon a partnership with parents of the children enrolled. Parents are highly encouraged to participate in their child's program.

Group Sizes:

Adult to child ratios are planned for in advance and followed for each age group based on the Title 5 regulations.

**Preschool
(36 Months to enrollment in Kinder)**

1 adult for every 8 preschoolers

Refrain from Religious Instruction:

Our programs refrain from religious instruction & worship.

Confidentiality:

The use or disclosure of any information maintained in the basic data file concerning children and their families is limited to purposes directly connected with the administration of the program. No other use of the information will be made without prior written consent or through a subpoena. Participants shall have access to information in their basic data file within 5 business days after the program receives a written request.

Equal Access/Non-Discrimination Statement:

No person will be subjected to discrimination, or any other form of illegal bias, including harassment. We give equal access to services without regard to sex, sexual orientation, gender, gender identification, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English. To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [How to File a Complaint](#), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov. This institution is an equal opportunity provider.



Program Philosophy, Goals & Objectives

Philosophy:

Head Start believes parents enrolled in the program are the program's greatest strength. Parents are involved in all aspects of the program including making policy and program decisions. Teacher and parents operate with a common purpose, to improve the lives of children and families.

In this shared partnership, parents play an important role as they join the teachers in preparing and educating the children. Because parents are their child's first teacher, they can assure that the child's unique characteristics, individual preferences and values are respected.

Teachers and parents work together to enhance the child's normal developmental process by being understanding and flexible.



Our goals and objectives that support the outcomes of those goals are reflected within each of the following quality program components

Parent Involvement:

Our goal is to provide a welcoming environment for families and invite them to participate as equal partners in the education of their children.

Opportunities to participate include, but are not limited to:

- Parent/Teacher conferences are held twice per year. Conferences provide an opportunity for parents to collaborate with the teacher to develop goals for their child
- Assisting their children during drop-off/pick-up
- Assisting with meal preparation
- Parent Committee meets monthly. Meetings provide an opportunity to learn about child development, share topics identified in the parent survey, parenting strategies. A great time to network with Program staff and other parents.
- Participating or helping at family events or classroom projects

Note: Parents volunteering in the center must meet SB792 by having a recent tuberculosis clearance, immunization & clearance on file.

Health & Social Services:

Our goal is for families to know where to access community health and social services to meet their unique family needs. The program will work with parents to identify family needs, support needed and strengths by utilizing the Family Assessment and surveys to provide information and/or resources to community services as needed. A resource book is provided to family with information on programs and services available for low-income families. The information includes services such as childcare, emergency services, food, shelter, health providers, health services, counseling, domestic violence, mental wellness, transportation, etc. Referrals/resources will be offered to parents as needed and/or requested by parents. Follow up is complete as appropriate to ensure services where 5 receive or provide support for families.



Education Program:

Our goal is to ensure all children are making progress in the domains of physical, cognitive, language, and social-emotional development.

Our goal is to provide a program approach that is developmentally, linguistically and culturally appropriate. A program that is inclusive of children with special needs.

We use a tool called the Desired Results Developmental Profile (DRDP) to assess the development of children

- Assessed within 60 days of enrollment, midpoint and at the end of the program year.
- Parent's input is a necessary component of this assessment.
- Assessment outcomes are used to plan and conduct age and developmentally appropriate activities for children.

Physical development is supported by:

- Promoting physical activity
- Providing sufficient time to move within the indoor and outdoor spaces
- Providing equipment, materials and guidelines for active play and movement

Social/Emotional development is supported by:

- Building trust
- Planning routines and transitions so they can occur in a predictable and unhurried manner
- Help children develop emotional security and facility in social relationships

Environment:

Our goal is for each of our classrooms to achieve a minimum average score of "Good" on each subscale of the Environment Rating Scale tool. The Thelma Harms Family Child Care Environment Scale is completed on each classroom annually by a trained assessor. The assessor and teacher collaboratively develop and take action steps on any subscales scored below a "Good" rating.

In addition, our environments are set-up using our adopted curriculum. **Creative Curriculum** is a comprehensive, research-based curriculum that features exploration and discovery as a way of learning, enabling children to develop confidence, creativity, and lifelong critical thinking skills.



Cognitive & Language skills are supported by:

- Various strategies, including experimentation, inquiry, observation, play and exploration
- Providing opportunities for creative self-expression through activities such as art, music, movement and dialogue
- Promoting interaction and language use among children and between children and adults
- Supporting emerging literacy and numeracy development



Nutrition Services:

Our goal is to ensure children have nutritious meals and snacks during their time in the program. Meals and snacks that are culturally and developmentally appropriate and meet the federal Child Care Food Program nutritional requirements.

Mealtimes are a learning experience for our children. It's a time for talking about color, taste, texture and the name of foods. It is an opportunity for practicing manners by watching adults and socializing with other children.

Balanced nutritious meals include breakfast, lunch and an afternoon snack. Monthly menus are posted on the bulletin board. Candy, gum and soda are not allowed in the classroom!



If your child has any food allergies, or can not eat certain foods for religious or personal reasons, please notify the teacher immediately.

Staff Qualifications & Development:

Our goal is to implement a staff development program that adequately equips each staff member with the information necessary to carry out his or her assigned duties.

Our program makes professional development of individuals working with children and families a priority. All teachers hold the appropriate child development permit and attend ongoing trainings related to child development.

Program Self-Evaluation:

Our goal is to implement an effective annual program self-evaluation process.

The annual self-evaluation process includes:

- Assessment of the program by parents using the Desired Results Parent Survey
- Assessment of the program by staff and board members using the Program Monitoring Instrument, Desired Results Developmental Profile, and Environmental Rating Scale tools

Based on the results of the program self-evaluation, goals and action steps are developed and implemented.



General Policies

Code of Ethical Conduct:

All families must commit to demonstrate the following core standards/values during all interactions while enrolled in our program:

- Communicate effectively in a calm manner
- Be courteous
- Maintain order
- Show respect of others
- Take responsibility for own actions
- Be punctual
- Respect the dignity, worth, and uniqueness of each individual present at the center
- Respect diversity
- Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect

Safe School & Harassment Policy:

The following behaviors will not be tolerated and are **prohibited** at any of our facilities:

- Behavior which threatens the safety, welfare or morale of others
- Under the influence of and/or possession of alcohol, marijuana or drugs
- The possession of any weapon, look alike weapon (toy), or any object which ejects whether functional or not
- Behavior which would cause, attempt, threaten, or conspire to cause damage to personal or real property or person through arson, burglary, extortion, larceny (stealing), criminal mischief, battery (hitting people), assault (making a person fearful of hitting), harassment (threat to commit an illegal act), sexual harassment, sexual intimidation, hazing (actions intended to endanger or embarrass others.)
- Use of obscene and profane language.

Suspected Child Abuse:

Our staff are mandated reporters. The safety and well being of your child always comes first. State law requires that staff report known or suspected instances of a child abuse to Child Protective Services or to local police officials. This abuse includes physical abuse, sexual abuse, emotional abuse or neglect.

If you or someone in your family wants to learn different ways to guide and discipline your child or to handle anger without hurting your child, please talk to your child's Teacher or Enrollment Specialist.

There are resources available to help you, at no charge





Clothing & Items from Home:

Your child will be very active during classroom activities and should dress in comfortable and washable clothes. Shoes must be worn at all times. Tennis shoes are great.

Please send a change of clothes for your child in case of a spill or accident.

Please discuss your ideas for sharing home materials with your child's teacher ahead of time. Toy guns and knives are not allowed in the center. The center is not responsible for any lost or damaged personal items.

Biting:

Biting is very common among groups of young children, for various reasons. Understanding why the young child bites is the first step in preventing biting as well as teaching the child alternatives to biting.

Child Supervision:

Staff actively ensure that our environments are safe and no child will be left alone or unsupervised at any time.

Supervision is everyone's responsibility, so in addition to our staff, parents must also use active supervision techniques to ensure our environments are safe.

Parents must:

- Ensure gate and door is closed and secured
- Give your child undivided attention. We have a No Cell Phone policy when dropping off/picking-up your child. Cell phones can be distracting.
- Ensure your child is signed in and out every day with your full legal signature and exact time.
- Hold your child's hand in the road and parking lot
- Encourage children to follow safety rules
- Report safety and supervision concerns to staff immediately

Discipline & Guidance:

Rules and limits are set to keep the children safe and help them get along with other children and adults. Positive methods of guidance and re-direction are used with a major focus on social-emotional development to help children gain social skills that allow them to relate and communicate with others in a healthy way.

Staff work to build a positive relationship with every child. Every effort will be made to handle discipline problems through redirection, problem solving, re-arrangement of the environment, and staff - parent collaboration. Open-communication with each other is key.

There will be no use of corporal punishment or violation of personal rights. We do not spank, punish or threaten our students.



Daily Health Screening & Exclusion:

In order to help prevent the spread of children's diseases, licensing requires that each child receive a daily health check upon arrival at the center. No child shall be accepted without contact between center staff and the person bringing the child to the center. **Children will be excluded from the center if:**

1. **Gastro-intestinal** nausea, vomiting, diarrhea, abdominal pain within the last 24 hours
2. **Throat and/or neck** redness, spots, sore throat, infected tonsils, swollen glands
3. **Eyes** discharge and/or redness
4. **Skin** rashes, spots, eruptions, etc.
5. **Hair lice/nits**, infected areas on scalp
6. **Nose and/or ears** discharge with symptoms such as fever, coughing or other symptoms
7. **Temperature** fever over 100 degrees F within the last 24 hours

Medication:

In the event that your child needs to take medication, a staff member may only give it to your child if your doctor provides written instructions. If your child is taking prescribed medications that must be given during class, you and your doctor must complete and submit an authorization form first.

Medications must be in the original container with your child's name on the pharmacy label. Always give medications directly to the teacher and do not leave it in your child's bag.

Emergencies:

Each center's emergency plan is posted in the classroom and emergency drills are conducted monthly. In the event of an emergency, staff and children will meet at the designated location and parents will be contacted.



Selection & Enrollment Process

Waiting List

The program has limited openings for eligible families. The first step to access center-based program services is to be placed on our waiting list. Children with disabilities are encouraged to apply.

Selecting Participants

When an opening is available, we access the waiting list and contact families based on the following program admission priorities:

- Child protective services, or at-risk of abuse, neglect or exploitation
- Age eligible 4-year old children: Admission priority up to 85% of the State Median Income based on adjusted gross monthly income & family size
- Age eligible 3-year old children: Admission priority up to 85% of the State Median Income based on adjusted gross monthly income & family size
- Over-income family whose child has exceptional needs

Note: When multiple families are within the same ranking:

- Child with exceptional needs within the same ranking is admitted first
- Entry with the oldest application date is admitted second

Maximum income threshold at
85% of State Median Income:

Family Size	Gross Monthly Income
1-2	\$6,008
3	\$6,842
4	\$7,941
5	\$9,211
6	\$10,482
7	\$10,720
8	\$10,958

Families screened & selected for potential enrollment from the waiting list will be asked to complete the orientation process, and submit documentation to verify eligibility for services. The steps are as follows:

Step 1: Complete Documentation & Orientation

Complete forms, gather documents listed on the checklist.

Once you gather documents, schedule an appointment with the Advocate by calling her at the site of preference (see contact information on page 2).

Note: Within 2 weeks of being contacted by the program, the parent must make contact with the program to schedule an appointment to begin an application to apply for this enrollment period.

Step 2: Verify Eligibility

Attend in-person appointment at the preferred center location.

Please note that you will be turned away if your packet/information is not complete at the time of your appointment.



Participant Qualifications & Conditions

Certification:

Enrollment into the program is determined by specific family eligibility criteria. In addition, a child's parent must live in California. Family's complete a certification process at initial enrollment and remain eligible until the end of the school year.

Family Data File:

A family data file is maintained for each family receiving services. When a child's residence alternates between the homes of separated or divorced parents eligibility must be determined separately for each household in which the child is residing during the time services are needed.

Proof of Residency:

Determination of eligibility for services shall be **without regard** to the immigration status of the child or the child's parent.

- Must live in California
- Any evidence of a street address or post office address in California, including the 4 digit zip code extension
- Homeless may submit declaration of intent to live in California

Exceptional Needs Child:

If your child has exceptional needs, the file must contain the following documentation in order for us to best serve your child:

- Individual Education Plan or Infant & Family Service Plan

Court Order:

If there is a court order regarding child custody that impact child care services, it shall be included in the family data file



Health & Emergency Information:

Participants must provide child health & current emergency information, along with current immunization records for enrolled children

Proof of Family Size:

Biological/Adoptive Parent: “Family” shall be considered the parents & the children for whom the parents are responsible, who comprise the household in which the child receiving services is living.

Guardian/Foster Parent: “Family” shall be considered the child & related siblings.

Participants must provide the names of the adults & the names, gender & birthdates of the children identified in the family.

At least one document for **EACH** child counted in the family size must be on file & indicate the relationship of the child to the parent.

- Birth Certificate
- Child Custody Court order
- Adoption documents
- Foster Care placement records
- School or Medical records
- County welfare department records
- Other reliable documentation indicating the relationship of the child to the parent



Eligibility Criteria:

Eligibility is based on either child or family eligibility. Participants must provide documentation of eligibility in **1** or more of these categories:

Child Eligibility

- Child protective services (Referral letter from CPS unit)
- At-risk of abuse, neglect or exploitation (Referral letter from legally qualified professional)

Family Eligibility

- Homeless (Referral Letter or Self-Declaration)
- Current aid recipient (Proof of current aid)
- Income eligible (Documentation of all income)
 - **Predictable Income:** Full month of current & ongoing gross income
 - **Unpredictable Income:** Gross income for the preceding 3 to 12 consecutive months
 - **Guardian/Foster:** Full month of current income received for the child

COUNTABLE/NON-COUNTABLE INCOME REFERENCE SHEET

<p>Countable Income is income of individuals counted in the family size that shall be included when calculating the adjusted monthly income for purposes of determining income eligibility and family fees.</p>	<p>Non-Countable Income is income of individuals counted in the family size that shall be excluded when calculating the adjusted monthly income for purposes of determining income eligibility and family fees.</p>
<ol style="list-style-type: none"> 1. Gross wages, salary, advances, commissions, overtime, tips, bonuses, gambling or lottery winnings 2. Wages for migrant, agricultural, or seasonal work 3. Public cash assistance (CalWORKs or TANF) 4. Gross income from self-employment less business expenses with the exception of wage draws 5. Disability or unemployment compensation 6. Worker's compensation 7. Foster grants, payments or clothing allowance for children placed through child welfare services 8. Spousal support and/or child support from the former spouse or absent parent, or (documented) financial assistance for housing costs, car payments paid as part of or in addition to spousal or child support 9. Survivor (i.e. SSA) and retirement benefits 10. Rent for room within the family's residence 11. Dividends, interest on bonds, income from estates or trusts, net rental income or royalties 12. Financial assistance received for the care of a child living with an adult who is not the child's biological or adoptive parent 13. Veteran's pension 14. Pension or annuities 15. Inheritance 16. Allowances for housing or automobiles provided as part of compensation 17. Portion of student grants or scholarships not identified for educational purposes as tuition, books, or supplies 18. Insurance or court settlements for lost wages and/or punitive damages 19. Net proceeds from the sale of real property, stocks or inherited property 20. Other enterprise for gain (Rent for room within family's residence) 	<ol style="list-style-type: none"> 1. Earnings of child under eighteen (18) years 2. Loans 3. Grants or scholarships to students for educational purposes other than any portion used for living costs 4. Food stamps or other food assistance 5. Earned Income Tax Credit or tax refund 6. GI Bill entitlements, hardship or hazardous duty, hostile fire or immediate danger pay 7. Adoption assistance payments received pursuant to Welfare and Institution Code section 16115 et. seq. 8. Non-cash assistance or gifts 9. Insurance or court settlements for pain and suffering 10. Reimbursements for work-required expenses that include uniforms, mileage, or per diem expenses for food and lodging 11. Business expenses for self-employed family members 12. Non-cash or in-kind assistance 13. All income of any individual counted in the family size who is collecting federal supplemental security income benefits (SSI) or state supplemental program benefits (SSP) 14. Adoption assistance payments received pursuant to Welfare and Institutions Code section 16115et seq. 15. Disaster relief grants or payments, except any portion for rental assistance or unemployment 16. When there is no cash value to the employee, portion of medical and/or dental insurance documented as paid by the employer 17. Spousal support and/or child support paid to a former spouse or absent parent or documented financial assistance for housing costs, car payments, health insurance etc.... 18. Federal Government stimulus income

Attend today, achieve tomorrow

Your child's regular attendance matters...



Infant/Toddler

Time to develop stable, nurturing relationships. A healthy attachment base is the cornerstone for life long learning.



Preschooler

Time for building the social, emotional, cognitive & language skills necessary for school readiness.



Elementary

Time to develop reading skills needed to transition from "learning to read" to "reading to learn"



Middle or High Schooler

Time to develop strategies to become independent, build future dreams & habits for college and/or the workforce.



Adult

Time to land a great job. Good attendance, dependability & work ethic are valued above all other soft skills.

Absent 2 days per month = Absent 24 days per year
= Your child's learning is 1 month behind their peers!

Don't let your child miss-out on the skills needed to be successful in school & life

Attendance Policy:

Children are **expected to attend child care based on their certified schedule** determined at certification.

A family may be disenrolled from the program if the child has "excessive" unexcused absences.

Regular and consistence attendance is important. It allows the family to maximize the benefits of the child's early learning and care experience.

By making your child's attendance a priority, you will be taking an important step in supporting your child's school success, and setting a good example.

Participants are Expected to:

- **Know** their currently approved/certified days & hours of care
- **Use care that is broadly consistent** with certified days & hours of care
 - Broadly consistent attendance is defined as care that reflects a pattern that is consistent with the participants certified level of services.
 - Inconsistent attendance that is temporary in nature, such as when a child has an excused absence is not considered broadly inconsistent.



Absence Policy:

When a child is absent from regularly scheduled care at any time during the month the participant or staff member must record the absence type on the attendance record. Absence types are as follows:

Excused Absence:

- Illness of child or parent/guardian, ailment, communicable disease, injury, hospitalization or quarantine
- Appointment of child or parent/guardian, which includes doctor, dentist, mental health, social service, welfare, education, special education services, counseling or therapy
- Court ordered visitation for time spent with a parent or relative as required by law. (Court order must be on file)
- Family emergency for unplanned situations of a temporary nature including court appearance, death, accident, hospitalization of a family member, no transportation or illness of sibling

Unexcused Absence:

- Child did not feel like coming to school
- Parent or child overslept
- Any absence not falling in the excused absence category
- Absences exceeding 10 “best interest” day limit
- Abandoned care (No show or contact)

Best Interest Days (maximum of 10 days per program year between August – May):

Parent determines that another activity is better for the child to attend, such as:

- Visiting relative or close friend
- Vacation time with family
- Child attending a party
- Family moving
- Religious observance, holiday or ceremony
- Personal or family business

Excessive Unexcused Absences:

- A letter must be issued at 4 absences.
- An attendance plan must be completed for any child that has 6 absences.
- If excessive unexcused absences continue after a plan is put in place, a family may be disenrolled.

Disenrollment

Disenrollment Policy:

When a family chooses to disenroll from the program, they are required to notify the program in writing at least 2 weeks in advance of anticipated last day of attendance.

Families will be issued a Notice of Action at least 19-days if mailed or 14-days if hand delivered prior to disenrollment from the program. **The program may deny services or disenroll** a family for any of the following reasons, which include, but are not limited to:

- Falsification or providing misleading information or inaccurate documentation
- Knowingly misrepresenting eligibility, using incorrect or inaccurate information to obtain a benefit that the parent would otherwise not be entitled to receive
- Non-compliance of the program policies
- Abandoned child care for 5 consecutive days without notice. The program does not allow families to be enrolled in the program if they are not using child care.
- Excessive Unexcused Absences
- Failure to adhere to Child Attendance Success Plan
- Failure to provide current and correct information at the time of certification
- Failure to use certified care as agreed upon
- Failure to complete attendance records accurately and on a daily basis
- Misrepresentation of income and/or eligibility
- Failure to keep appointments
- Unavailability of program funds. If it is necessary to displace families due to funding, families will be displaced in reverse order of admission priority.
- Threatening, yelling, cussing or acting unethically towards any staff member.
- Violation of the Safe School & Harassment policy. Our office and child care facilities are alcohol, drug and weapon free zones

Grievance/Complaint Procedures

Complaints Regarding Program Staff:

Program staff work to ensure that you and your family have a positive experience in the program. If you have concerns that are not complaints of unlawful discrimination or alleged violations of laws/regulations and would like to make a complaint, please follow the escalation process, so that concerns can be addressed and resolved in the correct manner.

Uniform Complaint Procedure:

Complaints of unlawful discrimination and alleged violations of federal or state laws, or regulations governing educational programs may be addressed by filing a complaint using the Uniform Complaint Procedures. Procedures are mailed annually to parents or are available anytime by contacting our office.

Level 1:	Complaint is brought to the attention of the Teacher.
Level 2:	If complaint is not resolved by the Teacher, it is brought to the attention of the Supervisor.
Level 3:	If complaint is not resolved by the Supervisor, it is brought to the attention of the Director.

Program Complaints (Disagree with Notice of Action):

Notice of Action – Parent Appeal Process

Parents enrolled in a State funded program have the right to a fair and unbiased hearing if they disagree with a proposed action. Upon receipt of an on-time request for an appeal hearing, the intended action will be suspended and child care services will continue until the appeal process has been completed. The review process is complete when the appeal process has been exhausted or when the parent abandons the appeal process. The Appeal Hearing process is as follows:

Step 1: Request Hearing

The procedure to request an appeal hearing is outlined on the back of each Notice of Action received by parents. Request for an appeal hearing must be filed within 14 calendar days after the participant receives the Notice of Action (NOA). A request must include the effective date of the NOA, parent name, telephone number, full address, explanation why the parent disagrees with the agency's action and date the request is signed. The request for hearing may be submitted by mail, in person, phone or e-mail to:

Community Action Partnership of Madera County
Attention: Maru Gasca Sanchez
1225 Gill Avenue
Madera, CA 93637
(559) 675-5726

Step 2: Schedule Hearing

Within 10 days of receiving a parent's hearing request, the parent will be notified of the time and place of the hearing. To the extent possible, the hearing date and time will be convenient for the parent(s). The hearing shall not be scheduled more than 14 calendar days from the date the hearing officer contacts the parent to schedule the hearing. In the event that a parent or parent's Authorized Representative cannot keep the scheduled hearing date/time, the parent must notify the Hearing Officer in advance of the hearing date/time. A parent may request to re-schedule the hearing date one (1) time.

Note: At any reasonable time, including before a hearing, a parent has the right to review the data file

Step 3: Conduct Hearing

The hearing will be conducted by an administrative staff person who shall be referred to as "the hearing officer." Hearings will be conducted at Community Action Partnership of Madera County, 1225 Gill Avenue, Madera, CA 93637. In the event that a parent is unable to attend the hearing at the designated location accommodations will be arranged and agreed upon between the parent and hearing officer. For any hearing not conducted in person, verification of parent identity will be required, along with prior submission of support documentation. The hearing will be audio recorded. During the hearing, the parent or Authorized Representative will have an opportunity to provide support documentation and explain the reasons that they disagree with the proposed action indicated by the referenced NOA should not be carried out.

This will be a formal hearing, and the parent must comply with the directions of the hearing officer during the course of the hearing. Failure to comply with directions will result in the hearing being concluded and the contested action being taken. A parent designating an Authorized Representative to be present must inform Community Action Partnership of Madera County in writing prior to the hearing. Please do not bring people to the hearing unless they are a designated Authorized Representative. Children are not allowed to be present during the hearing.

If parent fails to appear, it will be deemed that the parent has abandoned their appeal and care will end immediately.

Step 4: Hearing Decision

Hearing officer will send notification in writing, of the decision within 10 calendar days after the hearing. If parent disagrees with the written decision, they have 14 days from the date of the written decision to file an appeal with the California Department of Education (CDE), Early Learning and Care Division (ELCD) located at 1430 N Street, Suite 3410, Sacramento, CA 95814. The appeal to CDE must include a written statement specifying the reasons the parent believes the decision of Community Action Partnership of Madera County decision was incorrect, a copy of the decision letter and a copy of both sides of the NOA. Within 30 calendar days after the receipt of the appeal, ELCD will issue a written decision to you and the agency. Once ELCD has rendered a decision, the decision is final.



HEAD START/STATE PRESCHOOL PRACTICES DURING COVID-19 PANDEMIC

HEALTH AND SAFETY

To meet the challenges of COVID-19 and maintain the health and safety of children families, and staff the following

procedures will be in place during this program year or until further guidance:

Health Exclusion-Parents and children will be asked a series of COVID-19 related questions during the sign-in process. Temperatures will be taken daily upon arrival.. Once the child has been confirmed to be clear of illness, he/she will be taken to their assigned classroom. If a child becomes ill during the day, the child will be placed in isolation. If the child is 3 years or older the child will wear a facemask until parent arrives. A medical clearance is required prior to the child returning to the program.

Classroom Sanitation-classrooms and materials will be cleaned and disinfected to enhance the health and safety of children and staff. The FDA, and EPA approved disinfectant Betco ph7q will be utilized. Staff will complete the Cleaning and Disinfecting Checklist provided to document their actions.

The frequency of cleaning and disinfecting items has been enhanced to meet the challenges of the pandemic.

Physical Distancing- physical distancing will be followed at all times which extends to our office, centers , classroom and during arrivals and departures.

Protective Equipment-Staff will wear personal protective equipment throughout the day such as face masks, gloves, smock jackets, aprons, and if necessary, shoe covers.

Center Visitors-Parent are always welcome and encouraged to participate in the Head Start programs. However, due to the pandemic and to ensure the health and safety of children, parents and visitors will not be allowed into the centers until further notice. This will help us to reduce the possibility of exposure.



Resources!

CSPP Parent Handbooks

Available online at maderacap.org or at our office
located at 1225 Gill Ave., Madera, CA

CAPMC RESOURCES

Community Services

559-673-9173

Energy Assistance
Weatherization
Drought Water Assistance Program

Child Care Alternative Payment Program and Resource & Referral

APP: 559-661-0779

R&R: 559-675-8469

Subsidized Child Care
Finding Quality Child Care
Child Care Initiative Project

Head Start

Madera: 559-673-0012

Fresno: 559-277-8641

Madera/Mariposa Regional Head Start
Madera/Migrant/Seasonal Head Start/State Based
Migrant
California State Preschool Programs
Fresno Migrant & Seasonal Head Start
Strengthening Families Program

Victim Services

559-661-1000

Hotline: 1(800)355-8989

Martha Diaz Shelter
Domestic Violence
Rape/ Sexual Assault
Victim & Witness Services
24-Hour Crisis Hotline
Unserved/ Underserved

Other Resources

Crisis Line: 888.275.9799 or
559.673-3508
Central Valley Suicide Prevention
Hotline: 1.888.506.5991
Crisis Text Line: 741-741
The Friendship
Line: 800.971.0016. The
Friendship Line for Older Adults,
Ages 60+ or Family and Friends. A
crisis intervention, support and
resource line for older adults.

