



FRESNO MIGRANT/SEASONAL HEAD START

PARENT HANDBOOK

2024-2025



Community Action Partnership of Madera County welcomes your family to our Fresno Migrant/Seasonal Head Start

This handbook was designed to assist families with understanding the requirements to participate in Fresno Migrant/Seasonal Head Start program. We look forward to serving you!



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PROGRAM DESIGN

Dear Head Start Parent:

Welcome to the CAPMC Migrant Head Start Program. CAPMC is a private Non-profit, Social Service Agency operating federally funded Head Start Programs in Fresno for income eligible families with children 6 weeks – 5 years of age.

Our agency provides comprehensive Head Start Services to approximately 519 children and their families. A variety of program options are designed to provide the best quality child and family development services possible with the funding allowed.

We want to meet the growing needs of the Head Start children and answer questions you may have about program services. Please feel free to call me or your Center Director with any questions, ideas, or comments.

Sincerely,

Maritza Gomez-Zaragoza

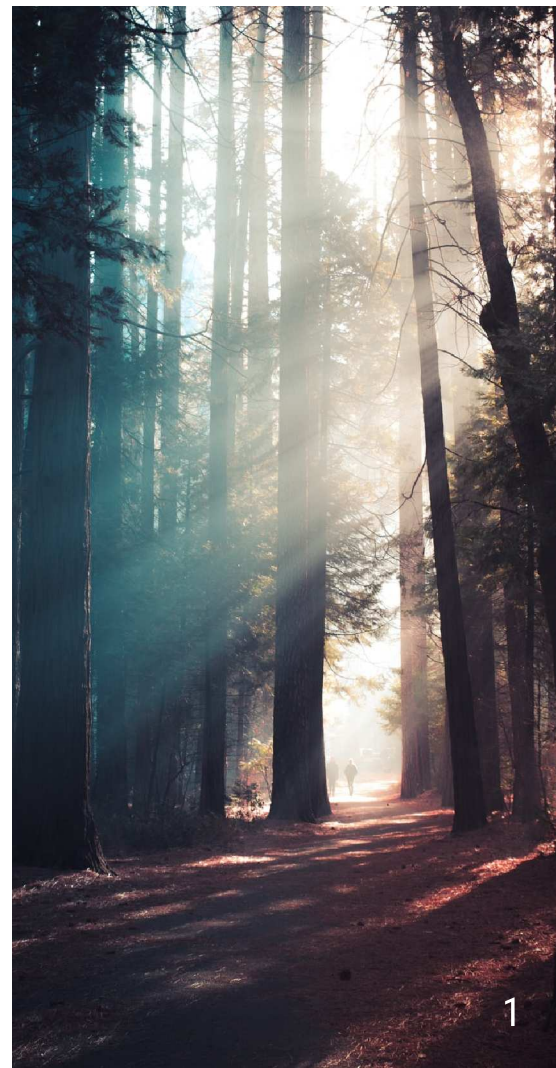
Head Start Program Director

OUR MISSION

Helping people, changing lives and making our community a better place to live by providing resources and services that inspire personal growth 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.



PROGRAM DESIGN

Services

Our program provides services in centers in Madera County. Services are provided to children from 6 weeks to 5 years of age. Centers are open from 8 to 10 hours. The Madera Migrant Head Start Centers hours of operation will vary depending on the needs of families.

Center Schedule

During the peak season, the center schedule MAY change to accommodate the family's needs. In order to do so, parents will need to communicate their needs to the Center Director. Also, when work schedules change and the need to keep a center open early is no longer necessary, parents need to share the information with the Center Director. The program will work with the families to meet their needs, within the program's ability to do so.

Equal Access/Non-Discrimination

CAPMC Head Start Staff, consultants, contractors, parents and volunteers will respect and promote the unique identity of each child and family and do not stereotype on any basis, including gender, race, ethnicity, culture, religion, disability, sexual orientation, family composition, or political affiliation.

Our goal is to meet the individual needs of each child within the structure of our program while maintaining a safe and healthy environment for all children and staff.

Our program ensures all children with disabilities are protected from discrimination under and provided with all services and program modifications as required by section 504 of the Rehabilitation Act, the Americans with Disabilities Act and implementing regulations. Each child has access to and can fully participate in the full range of activities and services. Head Start will provide any necessary modifications to the environment, use multiple and varied formats for instruction, and encourage the participation of children with a disability.

CENTER LOCATION

Firebaugh MSHS:.....559-659-1576
1777 Thomas Conboy, Firebaugh, CA 93622

Five Points MSHS:.....559-884-2363
18849 W. Excelsior Road, Five Point, CA 93624

Mendota MSHS:.....559-655-3087
435 Sorenson, Mendota, CA 93640

Orange Cove MSHS:.....559-626-0700
315 Adams St. Orange Cove, CA 93646

Inez C. Rodriguez MSHS:.....559-416-5638
1501 Del Altair Ave. Reedley, CA 93654

Selma MSHS:559-896-4479
12898 S. Fowler Ave., Selma, CA 93662

PROGRAM PHILOSOPHY, GOALS AND OBJECTIVES

PROGRAM PHILOSOPHY

We believe 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.

We also believe:

- That the early years of child development are the most important years in the lives of all persons.
- That all children should have a nurturing environment, which promotes a successful (early childhood) experience.
- That optimal growth is accomplished by providing a curriculum designed to meet the needs of children while integrating the development of the child's physical, emotional, creative, intellectual, social and cultural skills through experiential learning activities.
- That each family's culture is unique and their cultural diversity, various social backgrounds, and religious beliefs should be appreciated, supported and respected.
- That the life and healthy development of each individual is important to society.
- That the contributions of healthy families hold the potential to affect positive change in our society.

Our goals and objectives are reflected within each of the quality program components



PROGRAM PHILOSOPHY, GOALS AND OBJECTIVES

Parent Education and Engagement

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

As parents and families of our program children, there are many ways for you to become involved and stay engaged in the program, and in your children's education and future. Research shows that children whose parents are involved in their education do better in school.

As parents and family members, our program welcomes you in the classroom. The program also teaches you how to create a learning environment at home in an effort to support classroom learning.

Opportunities to participate include, but are not limited to:

- Parent/Teacher conferences and Home Visits are held each year. Conferences & Home Visits provide an opportunity for parents to collaborate with educators and develop goals for their child
- Completing Parent Surveys
- Home Activities to support your child's learning at and help us earn in-kind
- Participating or helping at family events
- Reading to children during drop-off/pick-up
- Assisting with meal preparation and/or recommendations
- Parent Meetings-learn about a variety of educational topics such as child development, parenting strategies and topics identified in the parent survey. Meetings offer a great time to network and provide input on the nature and operation of the program.
- CAPMC Policy Committee and CCMHS Policy Council meetings offer opportunities to provide input on policies and contribute to program decisions.

Other ways to participate in our program

Parent Education/Curriculum

Head Start requires that programs offers the opportunity for parents to participate in a research-based parenting curriculum that builds on parents' knowledge and offers parents the opportunity to promote parenting skills to promote children's learning and development.

Our program adopted Ready Rosie as the parent curriculum for the program.

Ready Rosie is a research-based parenting curriculum that builds on parents' knowledge. Ready Rosie harnesses the power of video and mobile technology to empower families and schools to work together to promote school readiness.

- Ready Rosie has videos in English and Spanish that are delivered to families via text, email and/or app. Videos are one to three minutes long.
- Ready Rosie also has a variety of Family Workshops that are offered to parents during the parent meetings.

Parents may participate in the Ready Rosie curriculum by registering to the platform and/or by attending the family workshops.

Family Partnership Agreements

Our program offers the opportunity for parents to participate in the partnership process that includes a family partnership agreement and the activities that support family well-being, including family safety, health, and economic stability, to support child learning and development. The family partnership agreement process provides opportunities for families to set goals and to design an individualize approach for achieving those goals. Staff will assist parents, in identifying and defining goals in measurable terms, discussing what needs to be done to achieve these goals, and how the accomplish of each goal will be determined.



Parent Education and Engagement

Family Assessments/Referrals

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 in the community. 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 receive or provide support for families.

Surveys/Data Process

In order to ensure our program offers quality services to parents and children, we encourage you to complete surveys provided throughout the program year. By completing the surveys, you will be providing your input and suggestions to enhance services for children and families.

Collected survey data, child/family assessment data and environmental assessment is entered into our data based (COPA/CARE) systems which generates reports for staff to review, analyze and evaluate. Based on the results, staff make recommendation for changes, additions, or enhancement to program services.

Male/Father Engagement

The program provides opportunities for fathers to enhance their skills, knowledge and understanding of the importance of being engaged with their children. Male/Father engagement strategies include but not limited to the following:

- Respectful daily communications
- Inviting environment for fathers
- Resources and literature for fathers
- Father Activities



PROGRAM PHILOSOPHY, GOALS AND OBJECTIVES

Health Services

Our goal is for families to identify their own strengths and needs. We ensure families know where to access community health and social services to meet their unique family needs. Referrals include medical & dental care, mental health, adult education, emergency food/clothing, employment & training, housing and parenting assistance. In addition, staff follow-up with parents to ensure their needs have been met. We engage with families to help them select family goals, develop strategies to accomplish them and identify how we can provide support.

Children enrolled in the program are required to meet Immunization Requirements prior to enrollment and have a current age-appropriate well child exam (physical), as well as Tuberculin Test (TB) or risk assessment within 30 calendar days of enrollment (Per California Community Care Licensing). Children who do not have a physical or TB test within the 30calendar day timeframe will be excluded from the program.

Our program will provide you with resources; if necessary, to ensure that your child has access to health and dental insurance, connected to a medical provider, and receives a complete age-appropriate health assessment. This may include:

- All needed immunizations
- Growth and development assessment(s)
- Dental Assessment
- Dental Exam
- Vision and Hearing screening
- Nutrition evaluation

Test for anemia, lead poisoning, tuberculosis, blood pressure and other screening as needed by each individual child

****NOTE** No assessment will be completed without parent's notification and approval.**

Immunizations

All children must comply with State of California entrance requirements. Parents must submit immunization records to verify immunization data.

Dental Health

Children ages 0-2 are required to receive a dental screening as part of their series of well-baby exams.

Children ages 3-5 are required to see a dentist for a dental exam within 90 calendar days of enrollment.

Please ask us if you need help finding a dentist.

Physical Assessments/Screenings

Each child is required to have a physical examination within 30 calendar days of enrollment. This may be provided by the child's family physician or by a CHDP (Child Health Disability & Prevention Program) provider. The assessment covers the following: vision, hearing, height and weight, head circumference, hemoglobin test, lead level, review of body systems, health & developmental history, and tuberculin assessment/screening following the CHDP Periodicity Schedule.

Medical and Dental Emergencies

At time of registration, emergency contacts, health history of the child, health insurance information, and name of medical & dental provider will be obtained from parent/guardian. In case of an emergency, the following steps will take place:

Minor Incident:

- First aid will be provided on site.
- Parent/guardian will be notified of any accident.
- CAPMC Incident Report will be completed and provided when child is picked up.

Life Threatening Condition

- CALL 911
- Parent/guardian will be contacted immediately. If unavailable, emergency contacts will be contacted.
- Staff will complete the CAPMC Incident Report and CCL unusual Incident/Injury Report.



PROGRAM PHILOSOPHY, GOALS AND OBJECTIVES

Health Services

When you child is ill...

Although we expect your child to attend classes regularly, there are reasons to keep a child home from school:

- A sore throat, accompanied with other symptoms (fever, redness, swollen glands, etc.)
- A cold or cough, when symptoms are not due to an allergy or chronic condition.
- Eye Discharge and/redness
- Shortness of breath
- Chills or repeated shaking
- Muscle pain or headache
- A fever of 100.4 degrees >
- Nausea and/or vomiting
- Earache
- Runny nose or congestion
- Stomachache/ Diarrhea
- An unidentified rash
- Any infectious disease diagnosed by your family physician.
- Lice or Nits, dead or alive
- Your child is overly tired.
- Combination of symptoms

Medication Procedure

When a child must take medication at school, the proper medication forms and documentation must be submitted prior to any medication being administered to the child or accepted at the site. This includes over the counter medication AND emergency medication for such conditions as asthma, allergies, or seizures.

The following process must be followed prior to any medication being brought to the center:

- Complete Consent for Administration of Medication and/or other necessary Individualized Health Care Plans.
- Parent/Guardian and Physician's signatures must be present on all required forms and medication.
- Medication MUST be in its original container have: name of child, name of medication, dosage/route of medication, administration schedule, and possible reactions.
- Staff will be trained by parent/guardian on the proper steps of administration, any side effects and the expected outcomes from the medication.

Emergency Medication and all documentation must be submitted prior to a child's enrollment. Additional documentation may be requested. If the center is informed of a child's diagnosis and need of emergency medication AFTER enrollment, the emergency medication and all forms must be submitted to the center within 10 calendar days. Failure to provide medication and documentation will result in exclusion of your child from the program.



Daily Health Observation

A Daily Health check will be conducted on each child and upon arrival at the center and before the child is accepted. Inform centers staff of any recent illness, injuries, or concerns to insure your child is in good health to participate in the daily activities.

Keep your child home if they are ill. If it is determined that child is ill once you have left, your child will be isolated from others, and you will be contacted to pick your child up from for the day.

PROGRAM PHILOSOPHY, GOALS AND OBJECTIVES

Nutrition Services

Our goal is to ensure children have nutritious meals and snacks during their time in the program. We believe children need healthy nutritious food for optimum growth and development. The menu exposes the children to a variety of foods. Through family style meal service, children develop socialization, fine motor skills, learn personal hygiene, manners, how to serve food themselves, and learn to help with setup and cleanup of meals. Children also learn about living healthy through classroom nutrition projects, an exercise program and food experiences.

Community Action Partnership of Madera County (CAPMC) participates in the Child and Adult Care Food Program (CACFP), which helps us provide free meals to all children enrolled. The Child Care Food Program, however, does not cover the cost of meals eaten by staff or parents. If you wish to participate in a meal, you will need to follow these requirements: volunteer in the classroom at least two hours before or after the meal (please sign up with your center) and serve yourself one child size portion to ensure enough food is available for seconds for the children. If your child is on a special diet for either medical reasons or family beliefs, please let your child's teacher or advocate know. The food service program will do its best to accommodate your child's needs.

Non-Discrimination Statement

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.

Meal Services

- Kitchens are fully equipped for producing meals and snacks for multiple sites
- Full Day Program will receive breakfast, lunch and an afternoon snack.
- The meals offered are nutritious foods that are moderate in sugar, salt, and fat as recommended by the Dietary Guidelines for Americans.
- Food will not be removed from the center.
- We invite you to help plan our menu by either participating by completing a food service and menu evaluation at the end of the program, sharing a family recipe with your child's teacher, or making a suggestion on the Cook's Choice/Parent Suggestions Form.

***Note: Parents, staff and community volunteers CANNOT bring food or drinks into the classroom to feed the children during school hours.**



If your child has any food allergies or cannot eat certain foods for religious or personal reasons, please notify the educator and health staff immediately. Substitutions will be based on individual needs.

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.

Families and educators collaborate to establish school readiness goals for children along strategies for home and school. Progress on school readiness goals is discussed and plans are adjusted to meet children's developmental needs.

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 competence in social relationships

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
- Supporting home language and English language development



PROGRAM PHILOSOPHY, GOALS AND OBJECTIVES

Education Program

Assessment






Program utilizes The Desired Results Developmental Profile DRDP. The DRDP© is an assessment instrument developed by the California Department of Education for young children and their families used to inform instruction and program development. This assessment is designed for teachers to observe, document, and reflect on children's learning, development, and progress; intended to support teachers with planning and scaffolding young children's learning.

Parent Conferences/Home Visits

At least 4 times a year your child's teacher will meet with you to share information and plan their work for your child and your family.

1. At parent conferences, you can ask any questions that you might have about the DRDP (2015) results, your child's progress and an individualized plan is developed.
2. Talk with your child's teacher about what to expect for your child's development.
3. Make sure that your child's teacher knows about the adaptations your child uses every day.

SCHOOL READINESS PLAN GOALS AND OBJECTIVES

	Goal: #1	Children will demonstrate interest, curiosity and independence to learning including flexibility and behavior.
	Goal: #2	Children will show awareness of self and develop personal and playful relationships with other children.
	Goal: #3	Children will be able to demonstrate improvement on understanding complex communication, language and literacy skills increasing number of words used in communication with others.
	Goal: #4	Children will use math during daily routines and experiences, including sense of number and quantity, spatial awareness, and classification.
	Goal: #5	Children will demonstrate control, strength, and coordination of small and large muscles and demonstrate healthy behaviors.

Education Program

Curriculum / Environment

Head Start program utilizes the Frog Street curriculum; a comprehensive, research-based program that integrates instruction across developmental domains and early learning disciplines.

Head Start Utilizes the Creative Curriculum, a comprehensive, research-based curriculum that integrates instruction across all developmental domains and engages children encouraging self-discovery and continued interest.

Preschool Schedule

Breakfast
Brush Teeth / Free Play
Clean up time
Outside Play/Activities**
Wash Hands
Indoor Activities
Circle Time (stories & music)
Wash Hands
Lunch Time
Rest & Quiet Activities
Snack
Choice time
Dismissal

****On very rainy, snowy, or cold days we will plan outside time with indoor gross motor activities. Children will wear warm clothes, including coats, hats & mittens or gloves on cold or snowy days.**

Transition Activities

The program ensures that all families and children receive optimal services during transitions. Teachers complete a Child and Family Transition Plan for all children during the first days of attendance. Effective strategies will be utilized with children and families during times of transition. Activities will ensure a smooth transition to meet the child's individual needs. This process will include parent involvement and staff support, and parents will be supported in their role as their child's primary teacher and advocate.

Inclusion of all children

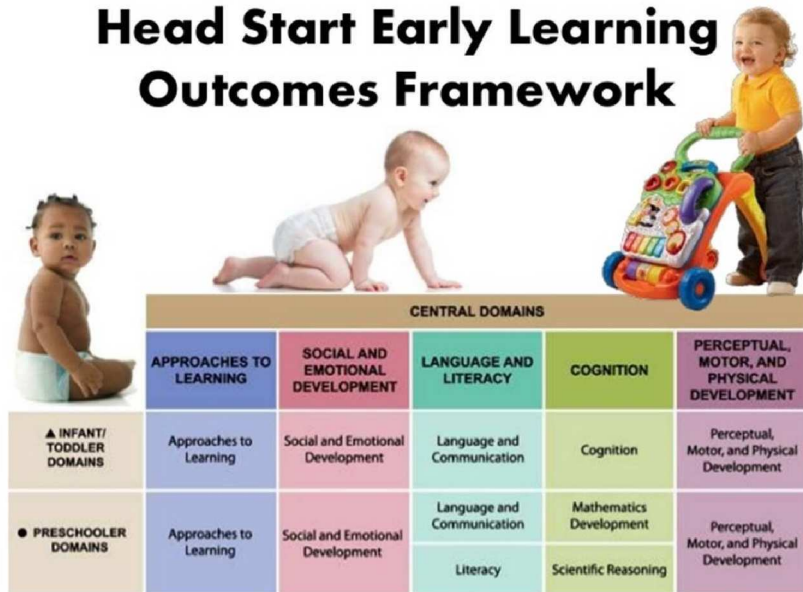
A critical aspect of best practice in early childhood education is the inclusion of all children. By incorporating the concept of Universal Design for Learning, The Creative Curriculum shows how to implement a high quality inclusive program. When teachers use this Curriculum, they support the learning of all children, including English-language learners, advanced learners, and those with disabilities and developmental delays. By providing a variety of formats for instruction, learning, and assessment, teachers offer children multiple ways of acquiring knowledge and skills.

Madera Head Start serves culturally and linguistically diverse children and families. In response, this agency implements strategies and practices that identify and support all children. For children who are dual language learners, the agency provides modifications, adaptations, and enhancements to ensure full access and effective participation in the daily learning experiences. These strategies and practices vary depending upon the type of educational setting and the particular language compositions (profiles) of the children and educators. The Plan Language Approach identifies the essential principles and strategies to be adopted by staff and supported by management in order to ensure that children enter kindergarten ready to learn.

PROGRAM PHILOSOPHY, GOALS AND OBJECTIVES

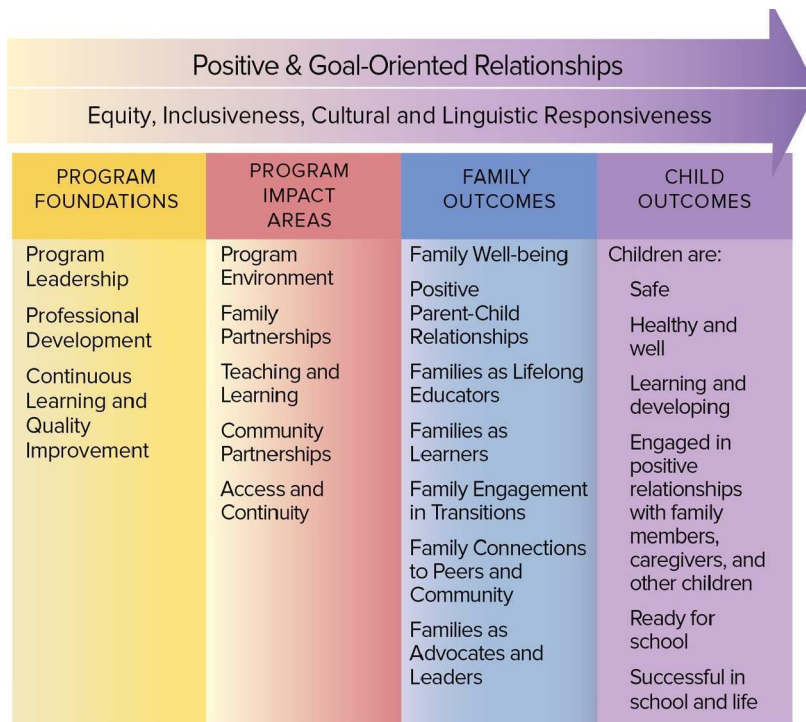
Education Program

Head Start Early Learning Outcomes Framework



The first five years of life is a time of wondrous and rapid development and learning. The Head Start Early Learning Outcomes Framework: Ages Birth to Five outlines and describes the skills, behaviors, and concepts that programs must foster in all children, including children who are dual language learners (DLLs) and children with disabilities.

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK (PFCE)



Families play a critical role in helping their children be ready for school and for a lifetime of academic success. The Head Start Parent, Family, and Community Engagement Framework supports engaging families in children's ongoing learning and development.

PROGRAM PHILOSOPHY, GOALS AND OBJECTIVES

Disabilities Services

Our program maintains a nation-wide policy of open enrollment for all eligible children by encouraging “the inclusion of children with exceptional needs in an integrated setting”. Quality services for young children with exceptional needs must include several components such as a program design which addresses the unique learning style of a young child, a strong commitment to family involvement, interagency coordination and cooperation, on-going staff development and program evaluation. From identification to transition, we believe that effective intervention occurs only if a team approach is used.

Disability Service Area Objectives

1. Promote cooperation, coordination and collaboration between our program and the School Districts, Regional Centers, Children's Hospitals and other medical professionals.
2. To provide the least restrictive environment to children with exceptional needs by modifying the environment.
3. To work with Head Start children with disabilities based on their written individualized IFSP or IEP goals.
4. To encourage parents to be strong advocates for the rights of their children with exceptional needs.
5. To provide children with exceptional needs the same Head Start comprehensive services offered to children without special needs.

Developmental screening (Ages Stages Questionnaires 3 and Ages Stages Questionnaire Social Emotional 2) are completed every year for all children enrolled in the program. The screening includes the following areas: speech/language, gross & fine motor, personal social and cognitive. The developmental screening will give staff information about potential areas of concern and assist teachers in individualizing the curriculum.

Children under the age of 3 years old that have an IFSP and children older than 3 years old with an IEP for speech delays may receive services during program hours. Please assist us with your child's development by keeping us up updated with any changes pertaining to these documents.

All enrolled children have access to our mental health (behavior management) consultant services. All parents/guardians have regular opportunities to engage with the mental health consultant to discuss concerns about their child's behavior and receive immediate feedback.



PROGRAM PHILOSOPHY, GOALS AND OBJECTIVES

Mental Health Services

Goals and Objective of the Mental Health Program

Children grow and develop rapidly during the preschool years. Our program is concerned with the total development of each child. The Mental Health portion of the program focuses on the promotion of positive self-worth, respect for individual differences, and the ability to develop appropriate social skills. Accomplishments in these areas will affect a child's ability to play, love, learn and work at home, school, and in other environments.

Our program seeks to help children become socially competent by implementing these Head Start Performance Standard objectives by utilizing the Ages & Stages Social Emotional screening & Conscious Discipline to:

- Enhance parent and staff's understanding of child growth and development.
- Support mental health activities by staff and parents which are matched to children's needs and abilities.
- Assist children with emotional, cognitive and social development.
- Provide services to maximize the full potential of children with disabilities or special needs.
- Ensure prevention and early identification of problems that may interfere with a child's development.
- Serve as a link for staff and parents in obtaining and/or providing counseling and other resources.
- To meet the Mental Health Objectives, our program has three areas of involvement; Prevention, Identification/Referral and Treatment.

Prevention Goals

- Enhance positive self-concept
- Building positive relationships between children, their peers and their teachers
- Develop coping skills to solve problems and manage stress

Identification and Referral

Early detection of problems is the focus of this area. Services to children and families include:

- Identification of possible problems through observation, screening and assessment
- Referral of children to a mental health professional when necessary with authorization from parent/guardian.

Treatment

Treatment can be recommended as part of the assessment so that a child and family can benefit from these services. A Positive Behavior Support plan will be developed with input from the family and teachers. This plan will include strategies provided by the Mental Health Consultant. Teaching staff will implement the Positive Behavior Support plan, individualize the curriculum based on amended goals and objectives and document progress in the child's file. The Disability Mental Health Specialist will monitor the child's progress.

Helping Children Make Good Choices

Our program uses a positive approach to discipline. Young children can be helped to make good choices and be redirected in a firm, loving manner. Children make good choices when:

- Their needs are being met.
- They have a consistent daily schedule, know what will happen next, have expectations with pictures to support understanding, and in a safe supervised environment.
- They have materials and equipment that are age appropriate and stimulating.
- Teachers utilize relationship-based practices.
- Staff will not utilize any inappropriate discipline methods, including:

*Time outs (Performance Standards 1304.52(h) (iii-iv))

*Using food as a punishment or reward (Performance Standards 1304.23(c)(2))

*Use of corporal punishment (State Licensing Sec. 101223)

Social Emotional Curriculum

The development of social skills is crucial to the success of children in public school. Our programs are implementing Conscious Discipline and the Social Emotional Teaching Pyramid strategies to teach our children social emotional skills that will promote school readiness. The Social Emotional Teaching Pyramid focuses on promoting the social emotional development and school readiness of young children birth to age 5 years old. Teaching Pyramid is a resource center that provides resources to teachers and parents. Visit the website at: <https://cainclusion.org/teachingpyramid/> Conscious Discipline is a research-based discipline approach that can organize classrooms around the concept of a School Family. Each member of the family-both adult and child-learns the skills needed to successfully manage life tasks such as learning, self-regulating, forming relationships, communicating effectively, being sensitive to others' needs and getting along with others. Visit the website at <https://consciousdiscipline.com>

PROGRAM PHILOSOPHY, GOALS AND OBJECTIVES

Mental Health Services

Our program prohibits or severely limits the use of suspension and expulsion. Children will not be unenrolled or expelled based solely on their behavior. Temporary suspensions for behavior will only be used as a last resort in unusual situations where there is a serious threat that doesn't improve through reasonable modifications.

If a temporary suspension is deemed necessary, the program will help the child return to full participation in all program activities as quickly as possible while ensuring child safety by continuing to work with the parents and a mental health consultant, and continuing to utilize appropriate community resources.

Our program affirms that all children are entitled to a safe environment. In cases where a child continues to use inappropriate behavior, even after staff has provided redirection, the following will take place:

Step 1: Parent will be notified by the teacher of all incidents involving their child in relation to aggressive behavior. Aggressive behavior is defined as deliberate, repeated and uncontrolled attacks on others physically or verbally. The child's parent will be encouraged to use positive methods of child guidance. Staff will develop a plan/strategy and encourage parent's support at home. The parent-teacher contact will be recorded.

Step 2: If a child continues to physically hurt others or display destructive behaviors, the teacher will submit a Child Concern Form and then schedule a Child Success Team meeting once the Disabilities/Mental Health Specialist has indicated what steps to take next. This meeting with the parent is to formally discuss behavioral concerns, discuss referral options, and if warranted, have parent sign the Concern Form, and together will identify other social emotional strategies that can be used both at school and at home.

If the child has an Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP), the program will consult with the agency responsible for the IFSP or IEP to ensure that the child receives support services as needed. This may require additional special education assessments.

Step 3: It may be determined that a Mental Health Consultant will conduct an observation on the child with parental permission. Further referrals to an appropriate agency and/or outside consultant may be made. During a scheduled meeting between parent(s) and teaching staff, a positive Behavior Support Plan will be developed for children with extreme behavior challenges, to be used by all adults that support the child (home/classroom). At this level it is crucial that parents/guardians participate to address safety concerns.

Step 4: Other Child Success Team meetings may take place as needed to identify progress or lack thereof. Other strategies may be offered to try in the classroom and at home.

Step 5: If the behavior continues and none of the actions previously taken have improved, an interdisciplinary meeting will be scheduled to determine if the program can adequately meet the needs of the child. A schedule modification may take place and as a last resort a determination of the continuation of our program services will be made by the Multi-disciplinary team and Program Director based on the following factors:

- *The child is of danger to him/herself or to others;
- *Lack of parent participation in the implementation of the Positive Behavior Support Plan.
- *There is sufficient documentation to reflect the implementation of behavior policy and that every attempt has been made to modify the behavior problem.

If it is determined that the child's continued enrollment presents a serious safety threat, the program may determine it is not the most appropriate placement for the child. The program will work to support the transition of the child to a more appropriate placement.

SELECTION & ENROLLMENT PROCESS

Eligibility Criteria

A family wishing to enroll their children in the Migrant/Seasonal Head Start Program must meet all four of the following requirements:

1. Age: Children must be under the age of compulsory school attendance.
2. Migrant Status: The family must have moved during the past twenty-four months for the purpose of engaging in agricultural employment.
3. Source of Income: More than 50% of the earned family income during the previous 12 months was earned from seasonal agricultural work.
4. Income Level: The gross family income during the past 12 months or calendar year is at or below the Federal Poverty Income Guidelines.

Agricultural work means, for the purpose of eligibility, all service performed:

- on a farm or ranch, in the employment of any person, in connection with cultivating the soil, or in connection with the production or processing of any agricultural or horticultural commodity, including the raising, shearing, feeding, caring for, training, and management of livestock, bees, poultry, and fur-bearing animals and wildlife.
- in the employment of the operator of a farm or ranch, in connection with the operation, management, conservation, improvement, or maintenance of such farm and its tools and equipment including irrigation, or in salvaging timber (forestry) or clearing land of brush and other debris left by a hurricane or similar environment event.
- in the employment of the operator of a farm or ranch in handling, planting, drying, packing, packaging, processing, freezing, canning, grading, storing, or delivering to storage or to market or to a carrier for transportation to market, in its unmanufactured, or unprocessed state, any agricultural or horticultural commodity.

The definition of agricultural work shall be deemed to be applicable with respect to service performed in connection with any agricultural, horticultural, viticulture, or apiculture commodity or steps thereof prior to its delivery to a terminal market for distribution for consumption; or on a farm or ranch operated for profit as long as such service is in the course of the employer's trade or business or is domestic service in a private home of the employer. As used in this subsection, the term "farm" includes stock, the raising, feeding and management of livestock, dairy, poultry, fishing, mollusks, and insects, including but not limited to herding, housing, hatching, milking, shearing, handling eggs, and extracting honey; fruit, fur-bearing animal, and truck farms, plantations, ranches, nurseries, wineries, ranges, greenhouses or other similar structures used primarily for the raising of agricultural or horticultural commodities, and orchards.

Registration/Waiting List

If there are no vacancies in the program, families will be placed on a waiting list. As vacancies occur families will be contacted by income ranking order according to the following priorities:

- At risk of abuse, neglect, or exploitation or who are receiving child protective services
- Income
- Age
- Children with Disabilities
- Homeless



Sign in/Out

It is a Head Start and Licensing requirement that children **MUST** be sign in and out every day by an authorized adult. The following process must take place daily:

- An authorized adult must sign their full legal signature and document the time the child is dropped off.
- The authorized adult dropping off the child **MUST** be listed on the emergency card.
- When child is picked up, authorized adult must again sign their full legal signature and document time child is being picked up.
- The authorized adult must provide a contact/emergency number if different from number on emergency card.
- When another person is picking up a child, the person's name **MUST** appear on the emergency card. The individual being assigned to pick up a child must provide valid picture identification. If the person is not on the emergency card or is unable to provide identification, the child will not be released until the parent, guardian or designee comes to pick up the child.

If the authorized adult fails to sign-in the child and an emergency happens, Child Protective Services will be notified. They will make the decision for the child as to how to proceed with the emergency and therefore, the program is not authorized to assist the child.

Anyone authorized to drop off or pick up a child from the center, other than the parent, must be at least 18-year-old. Teaching staff reserves the right to request identification to verify the age of the individual.

In addition, our programs have established a safeguard to the children enrolled in the program. If anyone who comes to pick up a child seems to be under the influence of drugs or alcohol, the child will not be released to that individual/parent. In addition, our staff will contact law enforcement.



ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT, ATTENDANCE (ERSEA)

Attendance & Absences


Your child's regular attendance is very important not only to assure a continuous educational program but also to assure the program meets the attendance percentage required by the grantee. We encourage parents to bring their children daily and maintain regular attendance unless the child is ill.

- If your child is ill or any other emergency occurs, contact your child's teacher within one hour of the program's start time.
- After TWO (2) consecutive absences without parent contact, the advocate may conduct a home visit or make other direct contact with a child's parents.
- After THREE (3) unexcused absences without contact from parents, the child will be dropped from the program and placed back on the waiting list.
- When a child has accumulated, FOUR (4) absences whether excused or unexcused a letter on attendance concerns will be issued to the parent letting them know that the child is at risk of missing ten percent of program instruction.
- Staff will make every effort to support families to promote the children regular attendance by providing support and resources as needed. Staff will keep documentation of children's absences and parent contacts in the child's file.
- When a child has accumulated SIX (6) or more absences whether excused or unexcused. Center Director with the advocate and family will develop a plan to ensure children maintain regular attendance, beginning immediately. If no improvement in attendance occurs and absences exceed the numbers of best interest days (limit 10), staff will make a determination whether to continue providing services or referring child to another program that best meets the needs of the family. Staff understands that each case is unique and as such each case will be discussed and evaluated before any determination is made.
- The ERSEA Specialist in consensus with the Head Start Director will have the authority to formally drop a child when absenteeism has not been resolved. If services are terminated, the family will be provided with resources/referrals to other preschool services.

****NOTE – A child who is ill and has been out for 3 days may need a doctor's note – this will be determined on a case-by-case basis. The Center Director and ERSEA Content Specialist will discuss and determine if a doctor's note is required.**


ATTEND TODAY, ACHIEVE TOMORROW

GOOD SCHOOL ATTENDANCE MEANS...



PRESCHOOLERS build skills and develop good habits for showing up on time	ELEMENTARY STUDENTS read well by the end of third grade	HIGH SCHOOLERS stay on track for graduation	COLLEGE STUDENTS earn their degrees	WORKERS succeed in their jobs
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Too many absences—excused or unexcused—can keep students from succeeding in school and in life. How many are too many? 10% of the school year—that's 18 missed days or 2 days a month—can knock students off track.



Attendance Works
Advancing Student Success By Reducing Chronic Absence
www.attendanceworks.org

POLICIES

Standards of Conduct - All Adults

All parents, guardians, and all other adults present at the center will follow the Standards of Conduct. These standards must be followed during all interactions.

The Standards of Conduct are as follows:

1. Remember that the decisions made and actions taken benefit the children that are served;
2. Be courteous;
3. Maintain order;
4. Show respect of others;
5. Take responsibility for your own actions;
6. Be punctual; and
7. Communicate effectively

behaviors that are inappropriate and will not be tolerated in the Head Start classrooms/centers are:

- Physical violence
- Shouting
- Cursing
- Talking in a negative or degrading manner
- Scolding, threatening or hitting children
- Use of cell phones in the classroom and while interacting with children and staff

Code of Ethical Conduct

As a staff or parent/guardian of a child enrolled with CAPMC I certify that while present at the program I will demonstrate that:

- I respect and promote the unique identity of each child and family and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, or disability;
- I will follow program confidentiality policies concerning information about children, families, and other staff members.
- I will not leave a child alone or unsupervised while under my care; and
- I will use positive methods of child guidance and will not engage in corporal punishment, emotional or physical abuse, or humiliation. In addition, I will not employ methods of discipline that involve isolation, the use of food as punishment or reward, or the denial of basic needs.

Our program parent/guardian violating the Standards and/or Code of Ethical Conduct may be prohibited from being

Child Supervision

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

Staff /Providers will:

- Actively ensure that our environments are safe and no child will be left alone or unsupervised at any time.
- Develop a Child Active Supervision Plan which describes how staff actively ensures that our environments are safe and that children are actively supervised. Elements include
 - *Arrival//Departure
 - *Restroom Planning/Diapering
 - *Indoor/Outdoor Transition
 - *Meal & Nap Times
 - *Zoning & Child Counts
 - *Plans for children needing extra support
- Participate in training and monitoring support compliance

Parents will:

- Ensure gate and door is closed and secured
- Follow the no Cell Phone policy when dropping off/picking-up your child. Cell phones can be distracting. Give your child your undivided attention.
- 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

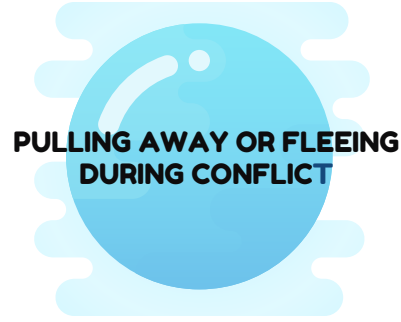
Children will:

- Follow safety rules
- Always stay with an adult
- Help keep self and others safe

UNDERSTANDING ACTIVE SUPERVISION & CHILD SAFETY

WE WILL ASK YOU:

- Has your child ever engaged in the following child safety concern behaviors?



YOU CAN ASK US: HOW DO I KNOW WHEN TO SAY "YES" TO A CHILD SAFETY CONCERN?

- Running away from caregivers, hiding, and fleeing from conflict are all part of the developmental process and for most young children, these types of behaviors are developmentally appropriate behaviors.

YOU SHOULD KNOW: WHAT IS DEVELOPMENTALLY APPROPRIATE?

- Children ages 0-5 years old are all working on their social emotional development and self-regulation skills at different levels, depending on their age and individual circumstances. Through relationships with a modeling from their caregivers children are learning how to:
 - listen and understand language
 - communicate and express themselves
 - name and identify their feelings
 - regulate their feelings and behavior
 - problem solve
 - socialize with other children
 - cope with and resolve conflict
 - keep themselves and others safe



Child safety concerns arise when a child struggles to learn or has never been taught these skills before and then engages in unsafe behaviors as a result.

POLICIES

UNDERSTANDING ACTIVE SUPERVISION & CHILD SAFETY



If you can check the box below any of these three behaviors, you should mark "Yes" to Child Safety Concerns on your child's Getting to Know You form

- **WANDERING/ELOPEMENT** - Wandering, also called elopement, refers to when a child leaves a safe area or a responsible caregiver. This typically includes situations where the child may be injured or harmed as a result.
- **HIDING**- Hide and seek is a normal part of childhood. However, hiding becomes a concern when a child can't be found for an extended period of time and doesn't respond when their name is called or to an adult's verbal prompts for discovery.
- **PULLING AWAY OR FLEEING DURING CONFLICT** - When a child pulls away and flees from conflict with adults or peers and runs away to an unsafe, unsupervised location or does not stop when an adult calls for them or comes after them, this type of behavior can put a child in danger and is considered unsafe.

WHY SHARING THIS INFORMATION WITH YOUR CHILD'S TEACHERS IS IMPORTANT

Our main priority when you entrust your child to our care is that we keep them safe. Knowing about these types of incidences helps us know how best support your child to teach them and keep them safe.

It is a performance standard of the Head Start program and a childcare licensing requirement that all of our staff ensure that a child is never left unsupervised or alone at any time. Our staff are thoroughly trained in providing active supervision of your children at all times.

In all of our early childhood classrooms and outdoor environments, we have implemented multiple active supervision and safety systems that ensure that your child is seen, heard, and kept safety at all times:

- meaningful teacher-child interactions and guided play experiences
- individualized child goals and behavior support that are planned specifically for your child.
- high-quality learning environments with developmentally appropriate and safe furniture, equipment, and materials
- frequent scanning, counting, & documenting of children in attendance
- locks & latches on doors, gates, and cupboards are secured and closed.



For more information about how to keep your children safe while they are at school, please contact your Center Director or Family Advocate at your center.

Classroom Visitors

The agency's center license restricts the number of children in the center. All children in the centers must be enrolled in the program. Children not enrolled in the program are not permitted to visit the center or classroom.

The Adult Role in the Classroom

Adults model behavior for children by setting up appropriate environments and guidance techniques. The adult role is to facilitate learning. Children learn when they are given opportunities to problem solved and are encouraged in their efforts. You are a role model!

Adult Immunization Requirement

Health and safety is a primary concern at our centers. For this reason, all children enrolled, parents and adults or volunteers working at our centers must meet the State of California immunization requirements. **Adults and parents are required to provide proof of T.B. – Tuberculosis exam, vaccinations for TDaP and MMR, as well as an annual flu vaccination or documented flu refusal.** Adults will comply with the following:

- Encourage children to blow their own nose and to wash their hand afterwards.
- Periodically, the center holds fire, earthquake and evacuation drills. You are to assist when there is a drill; follow the teacher's directions in assisting the children out of the building calmly.
- When a child has an accident, you are to assist the child; but notify the teacher immediately.
- All information concerning children is confidential and is not to be discussed outside the center. This protects all children and parents right to privacy.

****You are a part of the teaching team. Your assistance as an adult supervising children is important in the safety of children. Report any concerns regarding children to the teacher promptly.**

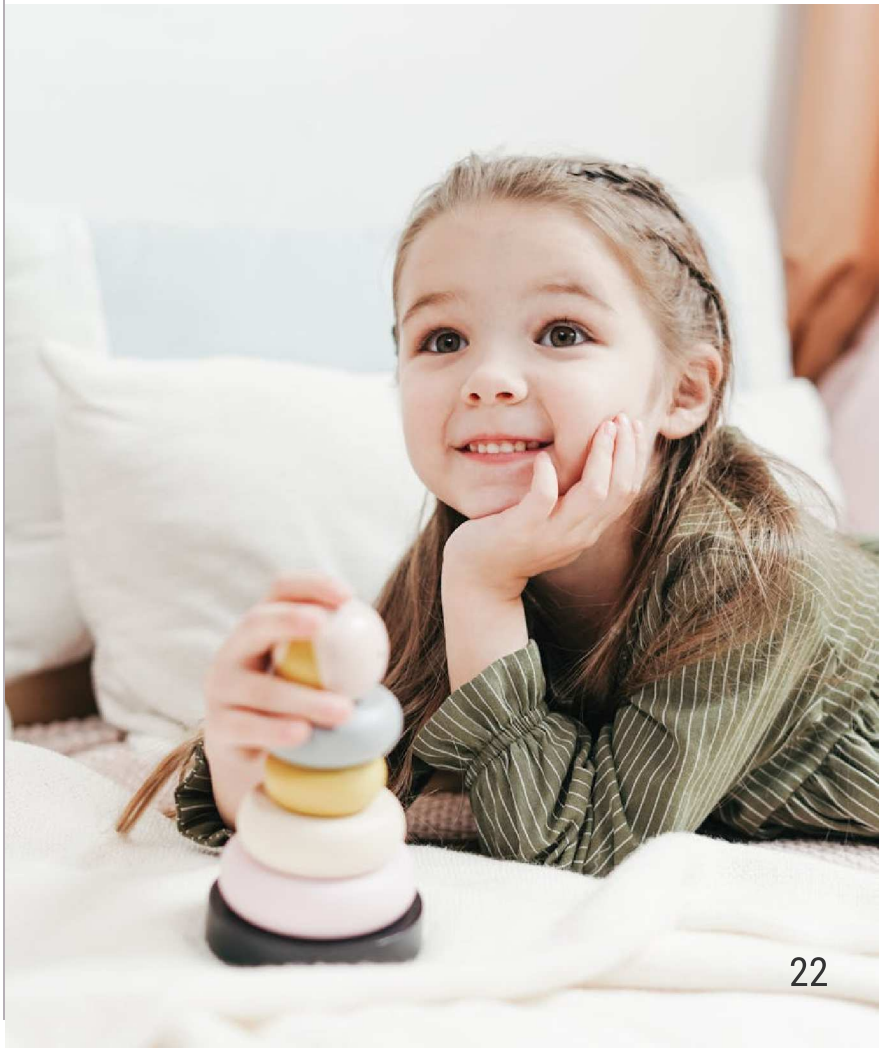
NOTE: A community volunteer may have to be fingerprinted depending on the activity he/she is performing and the length of time he/she may be at the center.

Holiday/Celebrations Policy

Our curriculum is based, in part, on children's ideas and interests. Rather than focusing exclusively on holidays, we explore multicultural observances. All program activities are geared to children's ages and developmental levels and respect individual family practices.

Clothing and 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.



Child Abuse Reporting

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 Family Advocate.

There are resources available to help you, at no charge.

Infant and Child Car Seat

Per California Law V.C.27360(a), all children under 8 years of age MUST be properly secured in a car seat or booster seat in the back seat. California car seat law states that children under 2 years old must be rear-facing unless they weight 40lbs. or more, or are 40 inches tall or more.

Parents should always have a car seat for their child whenever they are being dropped off or picked up from the center. By Law, Head Start staff must report any violation to such law. Taken from: CA Office of Traffic Safety

NOTE: Please do not leave your child(ren) unattended in the car. It is against the law and reportable if observed by staff.

Active Supervision

Active supervision and safety of children is every staff and parent/guardian responsibility. Active supervision promotes a safe environment and prevents injuries in young children. It requires focused attention and intentional observation at all times. Staff use active supervision strategies to make sure children of all ages explore their environments safely. No child will be left alone or unsupervised at any time by staff and/or parent/guardian.

Classroom Zoning

- Zoning is a technique used to organize classroom staff.
- Each staff member is assigned a role.
- Zoning can be used throughout the whole day, not just for free choice time.

Child Count Board

Count boards are used in the classroom to document how many children are present. The staff can use your assistance in changing the number on the count board when your child arrives and leaves as requested by the staff.

Doors and Gates

To ensure the health and safety of the children, we encourage parents to use the assigned door for entering and leaving the facility at all times. Close doors when entering and leaving to ensure no other child/ren besides your leave the facility without an authorized adult. Gates – close and lock with the latch.

Safe School Notice

For the safety of everyone in our program, the following rules will be enforced:

- No real or pretend weapons.
- No drugs, tobacco, vaping or alcohol.
- No fighting, harassment or discrimination.
- No disruptive behavior
- No fire setting, vandalism and/or graffiti



Children with Special Health Needs

Our program will make every effort to work with parents and physicians to make accommodations for children with special health needs. An Individualized Health Care Plan (IHP) can be developed between staff, parent and child's physician. The plan is established prior to the child's entry date, or as the need arises.

Pets

Pets are not allowed on the premises except guide dogs. Contact your Center Director if you need to bring a guide dog.

Emergencies

Each center emergency plan is posted in the classroom and emergency drills are conducted monthly.

Diapers

The program provides diapers/pull ups while children are in care for children who are not yet potty-trained.

Napping

Children have the opportunity to nap or rest without distraction or disturbance from other activities by providing an individual napping space and a cot or mat. Any child who chooses not to sleep will be given the opportunity to do a quiet activity of their choosing.

Infants have their own individualized nap schedule. All infants must have a sleep environment that prevents injury and decreases the risk of Sudden Infant Death Syndrome (SIDS)

- Nothing is covering the infants head
- Sleeping on his or her back
- Dressed in sleep clothing, such as a one-piece sleeper
- No blanket, pillows, toys or loose objects
- Staff supervise napping infants and document sleep checks every 15 minutes
- Sleep plans will be developed with parents. Plans document the infants' first time rolling over.

Safe Environments

Health and Safety Screener is completed prior to the start of the year. A Daily Indoor/Outdoor safety check is completed to ensure there are no current hazards. Background checks are completed for all adults in the center prior to working with children. We ensure that a healthy, safe, nurturing environment. Center has emergency plans in place and conducts monthly Emergency Drills and inspections.

Pictures

Upon enrolling your child into our program, a picture release permission form was signed that gives CAPMC-Head Start permission to take pictures, video/digital recordings and use them within our agency. Pictures may end up in brochures, presentations, flyers, newsletters, websites or social media. If you do not want pictures of your child taken or used, please notify your child's teacher or Center Director.

Procedures for Walking Your Child to Head Start Center

Children move quickly and are often unaware of danger. Most children are injured near their home or on their own street. Listed below are safety procedures to take into consideration as you and your child walk to our center.

When you cross the street with your child:

- Always hold your child's hand. Never allow a child to cross the street alone.
- Always stop at the edge of the curb or at parked cars before crossing the street.
- Always look LEFT, RIGHT, and LEFT again for moving cars.
- Only cross when it is clear and keep looking LEFT, RIGHT, and LEFT again.
- Always look for signs that a car is about to move (rear lights, exhaust smoke, sound of motor, wheels turning, etc.) and never walk behind vehicles that are backing up.
- Having a green light, the "WALK" signal, or being on a cross walk does not mean that it is safe to cross.
- Some drivers do not stop at red lights, or they turn right on red lights. Other drivers do not look out for pedestrians, or their view may be blocked. You must look LEFT, RIGHTS, and LEFT again before stepping off the curb. Cross when the street is clear and continue to look LEFT, RIGHT, and LEFT while crossing the street.
- Although a pedestrian may be able to see a driver, a driver may not be able to see the pedestrian. Be sure that the driver sees you and stops before you cross in front of him/her. Try to make eye contact with the driver.

Confidentiality

Authorized representatives from the program, fiscal auditors, legal/court ordered, and the California Department of Education are allowed access to the family and child files. The disclosure or release of any information that pertains to the program services is restricted to purposes that are directly related the administration and delivery our services. CAPMC-Head Start staff members do not provide information to outside sources.

Parent and Child Rights

During the registration process, families will receive the Parent's Rights and Personal Rights. It is the intent of the program to adhere to those requirements at all times. Below is a brief summary of the parent's and child's rights.

Parents have the right to:

- Inspect the center without notice
- File a complaint
- Review report of licensing visits and substantiated complaints against the licensee
- Make a complaint without discrimination or retaliation against you or your child
- Request in writing that a parent not be allowed to visit your child or take your child from the child care center, provided you have shown a certified copy of a court order
- Receive from the licensee the name, address and telephone number of the local licensing agency
- Be informed about criminal record exemptions
- Received from the licensee the Caregiver Background Check Process form

Children have the right to:

- Be accorded dignity in his/her personal relationships with staff and other persons.
- Be accorded safe, healthful and comfortable accommodations, furnishings and equipment to meet his/her needs.
- Be free from corporal or unusual punishment, infliction of pain, humiliation, intimidation, ridicule, coercion, threat, mental abuse, or other actions of a punitive nature, including but not limited to: interference with daily living functions, including eating, sleeping, or toileting; or withholding of shelter, clothing, medication or aids to physical functioning.
- Be informed, and to have his/her authorized representative, if any, informed by the licensee of the provisions of law regarding complaints including, but not limited to, the address and telephone number of the complaint receiving unit of the licensing agency and of information regarding confidentiality.
- Be free to attend religious services or activities of his/her choice and to have visits from the spiritual advisor of his/her choice.
- Not to be locked in any room, building, or facility premises by day or night.
- Not to be placed in any restraining device, except a supportive restraint approved in advance by the licensing agency.

Please refer to the Personal Rights & Parent's Rights Form for more information. When submitting a complaint to the Community Care Licensing send information to: Department of Social Services, Community Care Licensing, 1310 E. Shaw Avenue MS 29-01, Fresno, CA 93710, Phone # (559) 243-4588

PARENT COMPLAINT PROCEDURES

- STEP 1: Discuss the issue with the person with whom you have an issue or concern within 30 days of the incident. If the individual with whom you have an issue/concern with is unable to resolve the matter to your satisfaction, proceed to step two.
- STEP 2: Request a Parent/Community Complaint Form from the Center Director/Site Supervisor/Teacher. Complete the form and include: a description of the problem, dates of occurrence, name of person/people involved, and possible solution. The completed form must be returned to the Center Director/Site Supervisor/Teacher within 5 working days of meeting with the individual with whom you have a concern. Request a meeting with the Center Director/Site Supervisor/Teacher to resolve the issue. If no resolution has resulted, then proceed to step three.
- STEP 3: Request an appointment with the Head Start Program Director within 5 working days of your meeting with the Center Director/Site Supervisor/Teacher. If the Head Start Program Director determines that the complaint is related to the Nutrition Program, the appropriate form will be given and assistance provided. The Head Start Program Director shall issue a written response to you within 5 days after the meeting. If no resolution has been reached, proceed to step four.
- STEP 4: Request a meeting with Community Action Partnership of Madera County Executive Director within 5 working days of receiving Head Start Program Director's decision. The Executive Director shall issue a written response to you within 5 working days after the meeting. If no resolution has been reached, proceed to step five.
- STEP 5: Request the issue to be presented to the Head Start Policy Council/Committee Executive Committee within 5 working days of receiving the Executive Director's decision. The Executive Committee shall issue a written response to you within 5 working days after the hearing. If no resolution has been reached, proceed to step six.
- STEP 6: You may request that the issue be brought to the attention of the full Policy Council/Committee within 3 working days of receiving the Executive Committee's decision. The Policy Council/Committee will hear the complaint and render a decision in writing within 5 working days of the hearing. (All materials and documents shall be forwarded for review). If you remain dissatisfied, proceed to step seven.
- STEP 7: An appeal to the Community Action Partnership of Madera County's Board of Directors Chairperson may be made in writing within 3 working days of receiving the Policy Council/Committee's decision. You must state the problem and desired solution. The Board of Directors shall hear the complaint and render a decision in writing within 5 working days of the hearing. (All materials and documents shall be forwarded for review).
- STEP 8: If you remain dissatisfied, you may file the complaint with CAPSLO - Community Action Partnership San Luis Obispo 1030 Southwood Dr. San Luis Obispo, CA 93401.

COMMUNITY ACTION PARTNERSHIP OF MADERA COUNTY
PARENT/COMMUNITY COMPLAINT FORM

Date:_____

Personnel about which complaint is issued:

Name:_____

Site Location:_____

Date of Incident: _____

Approximate Time of Incident:_____

Location of Incident: _____

Description of the problem (including names of participants/witnesses). Attach additional sheets if needed.

Describe in detail of your efforts to resolve the grievance at point of origin (inclusive of names and dates).

State desired solution.

Person filing complaint: Name (Please Print):_____

Signed:_____

Date Submitted:_____

RESOURCES

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

Madera and Child Care Development (CMIG)

California State Preschool Programs

Fresno Migrant & Seasonal Head Start

Strengthening Families Program

Positive Parenting Program

325 S Pine St. #103

Madera, CA 93637

559-416-5655

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.

