



Madera/Mariposa Regional Head Start

PARENT HANDBOOK

2022 - 2023



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A MESSAGE FROM THE HEAD START DIRECTOR

Dear Head Start Parent:

Welcome to the CAPMC Regional Head Start Program. CAPMC is a private Non-profit, Social Service Agency operating federally funded Head Start Programs in Madera and Mariposa for income eligible families with children 3 to 5 years of age.

Our agency provides comprehensive Head Start Services to approximately 246 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 Site Supervisor/Center Director with any questions, ideas or comments.

Sincerely,

Marilza Gomez-Zaragoza

Head Start Program Director

PROGRAM 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.

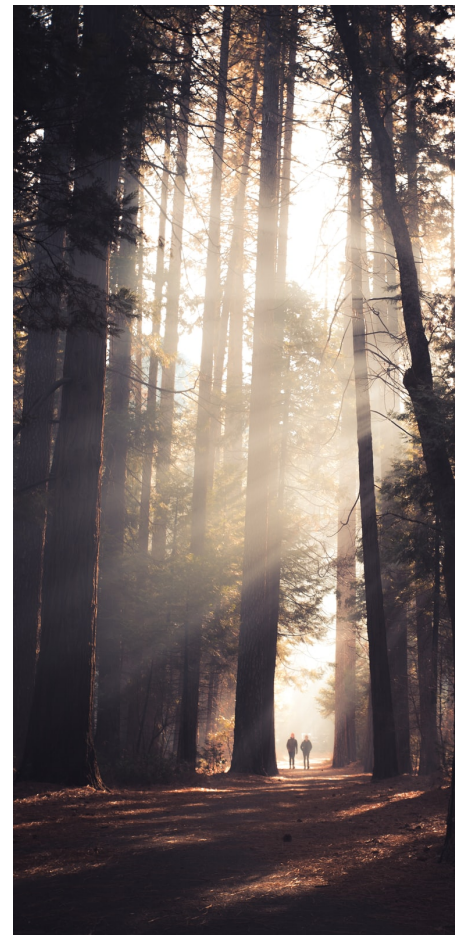
Teachers and parents work together to enhance the child's normal developmental process by being understanding and flexible.

OUR 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.



MADERA/MARIPOSA REGIONAL HEAD START

FREE SERVICES

Provides free services to children ages 3-5 years of age residing in Madera/Mariposa Counties. The program offers center base option for children and families to participate:

Center Based-Children receive 3.5 hours of services for part day and 6 for full sessions at selected sites.

Cottonwood (Full Day):559-664-1190
2236 Tozer Ave, Madera, CA 93638

Chowchilla RHS (Full Day):559-665-0291
265 Hospital Dr. Chowchilla, CA 93610

Eastside (Full Day):559-674-1268
1112 South A St., Madera, CA 93638

Fairmead (Full Day):559-655-5559
22850 Rd. 19 ½ Chowchilla, Ca 93610

Mariposa (Part Day - Double Session):.....209-966-6161
5056 Jones St. Mariposa, CA 95338

Mis Tesoros (Full Day):.....559-673-1011
131 Mace St., Madera, CA 93638

North Fork (Full Day):.....559-877-2352
Road 228, North Fork, CA 93643

Oakhurst (Part-Day):559-658-8171
40094 Indian Springs Rd, Oakhurst, CA 93644

Ruth Gonzalez (Full Day):.....559-675-8518
838 Lilly St., Madera, CA 93638

Verdell McKelvey (Full Day):.....559-673-1500
1901 Clinton St., Madera, CA 93638

Valley West (Part-Day – Double Session):.....559-673-4959
101 Adell St., Madera, CA 93638

CAPMC Head Start Staff, consultants, contractors, 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.

Head Start 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.

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

ELIGIBILITY CRITERIA

A family wishing to enroll their children in the Head Start Program must meet the following requirements:

1. Age: Children must be under the age of compulsory school attendance.
2. Income Level: The gross family income during the past 12 months or calendar year is at or below Head Start Family Income Guidelines.

REGISTRATION

Priority of enrollment is given to the neediest families and children:

- Age
- Homeless children
- Foster children
- Low Income
- Children with Disabilities
- Special Family Circumstances



ATTENDANCE AND 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 program. 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 on the first day of illness/absence by or before 8:30 a.m.
- After TWO (2) consecutive absences without parent contact, the advocate will 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.
- Head Start allows a maximum of Ten (10) absences whether excused or unexcused.
- 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. Site Supervisor 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 exceeds 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 Support Services Manager 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 Supervisor, Support Services Manager and Health Specialist will discuss and determine if a doctor's note is required.**

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

LATE CHILD PICK UP

Children must be picked up from the Regional Head Start centers at the end of their scheduled class time. A child is considered at risk when he/she has not been picked up within 1/2 (one-half) hour after class has ended. When such situations occur, Head Start staff is required to contact Law Enforcement or Child Protective Services (CPS).

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 time the child is dropped off and picked up.
- The authorized adult dropping off or picking up the child MUST be listed on the emergency card.
- 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 release 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 assigned 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, Head Start has 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 release to that individual/parent. In addition, Head Start staff will contact law enforcement.



NUTRITION

We believe that 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, food experiences and field trips.

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.

MEAL PREPARATION

Kitchens are fully equipped for producing meals and snacks for multiple sites.

Verdel McKelvey Kitchen will prepare meals for Verdel McKelvey, Ruth Gonzalez, Cottonwood, Valley West, Mis Tesoros, and Eastside. Chowchilla kitchen will prepare meals for Chowchilla and Fairmead. Mariposa has a kitchen on site. North Fork and Oakhurst will receive food from their local school district.



MEAL SERVICES

- Children in the Part-Day program will receive the following – morning session: breakfast & lunch and afternoon session lunch & snack. Exceptions—Oakhurst will receive lunch.
- Children in full day programs will receive a breakfast and lunch.
- The meals offered are nutritious foods that are moderate in sugar, salt, and fat as recommended by the Dietary Guidelines for Americans and are approved by Registered Dietician.
- Food will not be removed from the center.
- 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.
- 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 anything made at home into the classroom to feed the children during school hours.

USDA NONDISCRIMINATION STATEMENT

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English. To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: 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.

HEALTH AND SAFETY

Head Start emphasizes the importance of early identification of health problems which, if undetected or untreated might cause learning difficulties. Head Start provides every child with comprehensive health care services. Parents are encouraged to be active partners in their children's health care.

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

Regional Head Start will provide you with resources; if necessary, to ensure that your child has access to health and dental insurance, is connected to a medical provider, and receives a complete age appropriate health assessment per the CHDP/EPSTDT Periodicity Schedule. This may include:

- All needed immunizations
- Growth and Development assessment(s)
- Dental Exam for children >3 years old
- Vision and Hearing Screening
- Nutrition Evaluation
- Tests and/or Risk Assessments for anemia (Hgb), lead poisoning, tuberculosis, blood pressure, and other screening as needed by each individual child.

NOTENo assessment will be completed without parent's notification and approval.

DAILY HEALTH OBSERVATION

Center Staff will conduct a thorough daily health check on each child and adult with child immediately upon your child's arrival. The process will include; COVID-19 specific questions, and temperature reading. This observation ensures that children are in good health to participate in the activities for the day. You can assist with the daily health check by informing center staff of any recent illness, injuries, or concerns you may have regarding your child. If it is found that your child is ill, you will be asked to keep your child home. If it is determined after you have left that your child is ill, your child will be isolated from others, and wear a face mask (if 3 years or older). You will be requested to pick up your child for the day. Please see "When your Child is Ill." below for additional information and listing of symptoms.

WHEN YOUR CHILD IS ILL ...

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

- Fever 100.4 degrees Fahrenheit *(Please note that staff will contact parents earlier if a child has heat related illnesses or illnesses triggered by heat)
- New and/or Persistent cold or bad cough, when symptoms are not due to allergy or recent illness
- Sore throat accompanied with other symptoms (fever, redness, swollen glands, etc.).
- Stomachache/Diarrhea
- Nausea and/or vomiting
- Throat and neck – redness, spots, sore throat, infected tonsils, swollen glands.
- Eyes – Discharge and/or redness
- Nose and ears – discharge with symptoms as fever, coughing or other symptoms
- Unidentified rash/Concerns with skin
- New loss of taste or smell
- Shortness of Breath
- Chills, or repeated shaking with chills
- Muscle pain or headache
- Lice or nits
- Any infectious disease diagnosed by your family physician
- Combination of the above symptoms

**Our centers stay updated and follow current guidance regarding COVID-19 from Madera County Department of Public Health. The Family Advocate will inform you of the current guidance and update you if needed.



HEALTH AND SAFETY

MEDICAL AND DENTAL EMERGENCIES

At time of registration, emergency contacts, name of medical & dental provider will be obtained from parent. In case of an emergency, the following steps will take place:

Minor Incident:

- First aid will be provided on site
- Incident report will be completed and discussed with parent

Life Threatening Condition

- CALL 911
- Parent/guardian will be contacted. If unavailable, emergency contacts will be contacted
- Staff will complete Incident Report and Unusual Incident/Injury Report

*If possible, please provide multiple emergency contacts and authorized pick up persons. Ensure to update your emergency contacts and personal contact numbers as needed. Any changes to the emergency card must be reported to the Family Advocate immediately. Changes may only be made in person.

MEDICATION PROCEDURE

When a child is to take medication at school, the following process must be followed.

- Complete Consent for Administration of Medication and/or other necessary Individualized Health Care Plans.
- Parent/guardian and Physicians signature must be present for all medication.
- Parent must provide additional information and training regarding administering medication to the child.
- Medication MUST have: name of medication, dosage/route of medication, administration schedule, and possible reactions

*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 to 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.

CHILDREN WITH SPECIAL HEALTH NEEDS

Head Start 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) or Center Plan 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.

CHILD ABUSE REPORTING

All Head Start staff are mandated reporters and required by law to report any reasonable suspicion of physical, sexual, or emotional abuse, and/or neglect. Staff must report their suspicions to Child Welfare Services (CWS) and Community Care Licensing (CCL) within 36 hours of being aware of the abuse/neglect

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 Head Start 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 will be reported if observed by staff.



HEALTH AND SAFETY

EMERGENCY PREPAREDNESS

The Health and safety of your child is a priority at all times. To ensure that children are familiar with what to do in the event of an emergency, teaching staff will conduct monthly fire, earthquake, and evacuation drills. In addition, all children and staff will participate in a lockdown drill at least one time during the program. During these drills, children will not be signed in or out to maintain appropriate supervision and account of all children and staff. These drills are a great opportunity to open discussion with your children and family about emergency preparedness in your home as well.

In the event of an actual lockdown, you will observe a “red” card in the window of the center. Please refrain from opening doors or coming onto the property during this time.

ACTIVE SUPERVISION

Active supervision and safety of children is every staff and parent/guardian responsibility. Supervision is essential to safety and prevention of injury and maintaining quality childcare. No child will be left alone or unsupervised at any time by staff and/or parent/guardian.

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/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.

PETS

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

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



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 crossing front of him/her.

DISABILITY

Head Start maintains a nation-side policy of open enrollment for all eligible children by encouraging “the inclusion of children with special needs in an integrated setting”. Head Start's commitment of “mainstreaming” has been evident since its doors first opened in 1965. The basic idea of mainstreaming is that children with disabilities are first of all children. We believe that young children with special needs have the right to be included in our Head Start classrooms. Quality services for young children with special 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 SERVICES AREA OBJECTIVES

1. Promote cooperation, coordination and collaboration between Head Start and the School Districts, Regional Centers, Children's Hospitals and other medical professionals.
2. To provide the least restrictive environment to children with special 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 special needs.
5. To provide children with special needs the same Head Start comprehensive services offered to children without special needs.

Each year the CAPMC/Regional Head Start program completes, with parent/guardian input, a developmental screening on each enrolled child. The screening includes the following areas: speech/language, gross & fine motor, self-help and cognitive. The developmental screening will give staff information about potential areas of concern and assist educators 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.

A social-emotional screening is also completed on each child with parent/guardian input. This screening focuses on the emotional well-being of the child and helps staff to identify if there are any behavioral concerns that staff can provide resources to the parent/guardian.

Results of the developmental and social-emotional screenings are shared with the child's parents/guardians and we encourage parent/guardian involvement in any decisions that are made.

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.



MENTAL HEALTH

GOALS AND OBJECTIVES OF THE MENTAL HEALTH

The Head Start staff 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, Head Start 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 Referrals - 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

Treatment - Treatment can be recommended as part of the assessment so that a child and family can benefit from these services. A behavior plan will be developed by the Disabilities/Mental Health Specialist in conjunction with the family and Head Start teachers. Teaching staff will implement behavior plan, individualize the curriculum based on amended goals and objectives and document progress in the child's file.

HELPING CHILDREN MAKE GOOD CHOICES

Head Start 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)



MENTAL HEALTH

The Head Start 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.

Head Start 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 physical 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. A Positive Behavior Support Plan will be developed at a Child Success Team Meeting 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 Head Start 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.

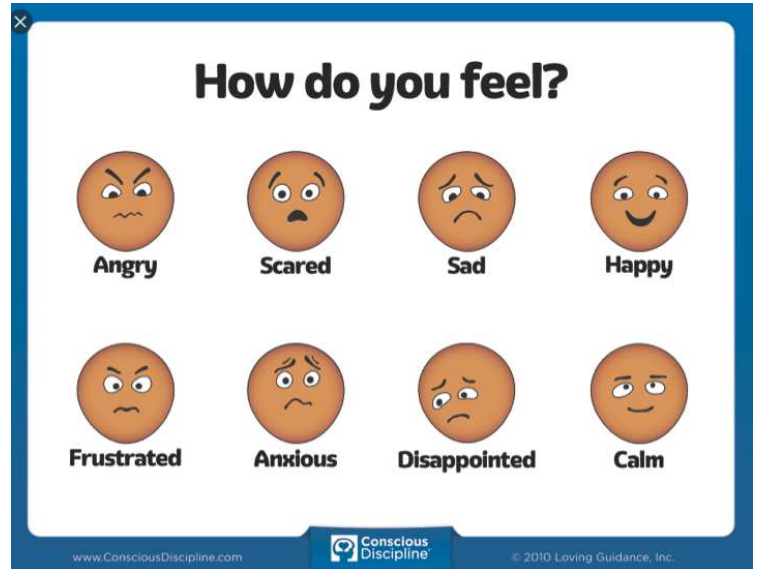
MENTAL HEALTH

SOCIAL EMOTIONAL CURRICULUM

The development of social skills is crucial to the success of children in public school. Our Head Start 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. The Center for Social Emotional Foundations for Early Learning (C.S.E.F.E.L.) is a resource center that provides resources to teachers and parents. Visit their 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, forming relationships, communicating effectively, being sensitive to others' needs and getting along with others. Visit the website at <https://consciousdiscipline.com>



EDUCATION

CURRICULUM

Our Head Start Program utilizes Creative Curriculum; a comprehensive, research-based curriculum that promotes exploration and discovery as a way of learning, enabling children to develop confidence, creativity, and lifelong critical thinking skills. It is designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.

ASSESSMENT

“Desired Results Developmental Profile.” The DRDP (2015) is an assessment that teachers use to gather information to support children’s learning and development. Teachers complete the DRDP (2015) three times a year while observing children as they spend time in typical everyday activities and routines, whether at home, or at school. In addition to these observations teachers might ask parents to share what they see their child doing.

PARENT CONFERENCE/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.

PRESCHOOL SCHEDULE

The daily schedule encourages children to experience the excitement of making new discoveries and mastering new skills. Your involvement is vital to their success in our program. We invite you to become involved by talking with your child’s teacher and sharing stories, books, music and traditions to incorporate in lessons. Research indicates that children learn through play. Each class also has a daily schedule that is posted. A typical schedule would be:

Part Day	Full Day
<ul style="list-style-type: none">o Breakfast/Luncho Brush Teeth / Free Playo Circle Time (stories & music)o Small Group Activitieso Outside Play/Activities**o Lunch/Snacko Dismissal	<ul style="list-style-type: none">o Arrivalso Breakfasto Transitiono Choice Time/Small Groupso Group Timeo Outdoor Choiceo Readingo Luncho Transitiono Rest Timeo Choice Timeo Group Meetingo Departure

If weather or air conditions interfere with outdoor choice time, alternative physical activities will be provided.

TRANSITION ACTIVITIES

In order to provide a smooth transition for children entering into Head Start or starting Kinder, the program has developed the following activities to make the transitions a positive experience.

- Children and parents will have transition on the first 2 days of school, allowing the child to know their new environment, activities that will be taking place and get to know the staff.
- Children with special needs will be provided with support to ensure needed services will continue in Head Start or Kindergarten.
- In preparation for the children transitioning to Kindergarten, teachers will schedule visits to the elementary school, whenever possible. Support will be provided to parents to ensure their children are enrolled in Kindergarten.

EDUCATION

NAPPING/QUIET TIME

- Head Start works with parents to ensure that sleeping arrangements match the family's culture and child's developmental and comfort needs.
- Each child will be given an opportunity to rest in a quiet environment
- All preschool children will use mats or cots placed on the floor during naptime. Children who do not fall asleep will be allowed time for quiet, independent activities.

CLOTHING AND ITEMS FROM HOME

Your child(ren) need to be dressed in clean, washable, casual clothing, and comfortable shoes. Fancy clothing and dress shoes are not recommended because they may interfere with active and creative learning activities. No open toe shoes, including sandals (no flip-flops), at the centers due to safety (it is a potential hazard when children play). Your child(ren) should always have an extra set of clean clothes available in their classroom in case of a spill or accident. Prohibited items (but not limited to): toys, food, candy, money, blankets, backpacks, and jewelry. The agency is not responsible for any personal items that are lost.

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. Some of the 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.

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.

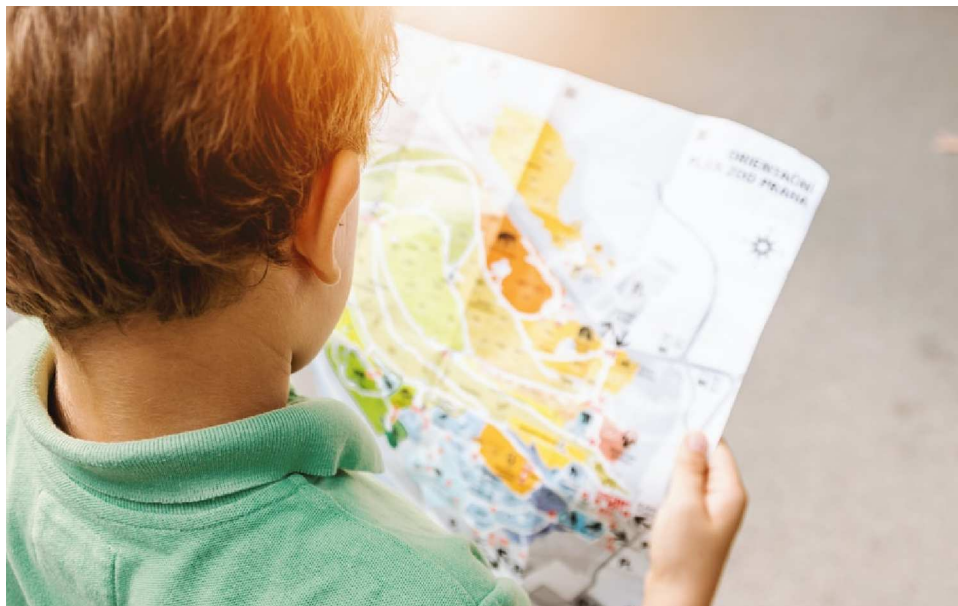
Madera Head Start serves culturally and linguistically diverse children and families. In response, this agency implements strategies and practices that identify and support all children. For children who are dual language learners, the agency provides modifications, adaptations, and enhancements to ensure 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.



EDUCATION

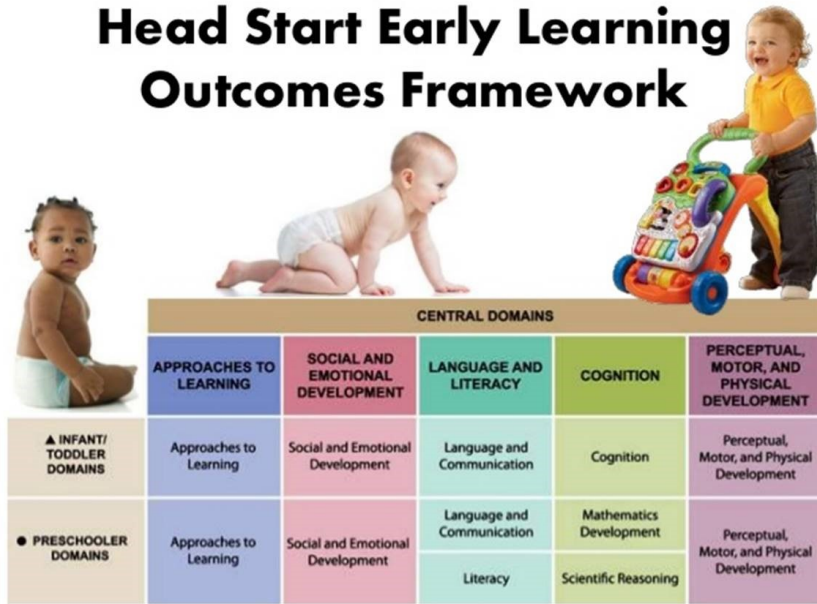
MADERA/MARIPOSA REGIONAL AND EARLY HEAD START PROGRAMS SCHOOL READINESS GOALS FOR CHILDREN 0 -5

 Goal #1	 Goal #2	 Goal #3	 Goal #4	 Goal #5
APPROACHES TO LEARNING	SOCIAL EMOTIONAL DEVELOPMENT	LANGUAGE & LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
Children will be persistent in demonstrating an interest in different topics and activities, desire to learn, creativeness, and independence in learning.	Children will be able to recognize, and regulate emotions, attention, impulses, and behavior.	Children will demonstrate improvement on understanding complex communication, language, and literacy skills.	Children will use cognitive skills in every day routines to count, compare, relate, pattern, and problem solve	Children will participate in activities and play to develop increased control in gross and fine motor skills, to support and demonstrate an understanding of healthy practices



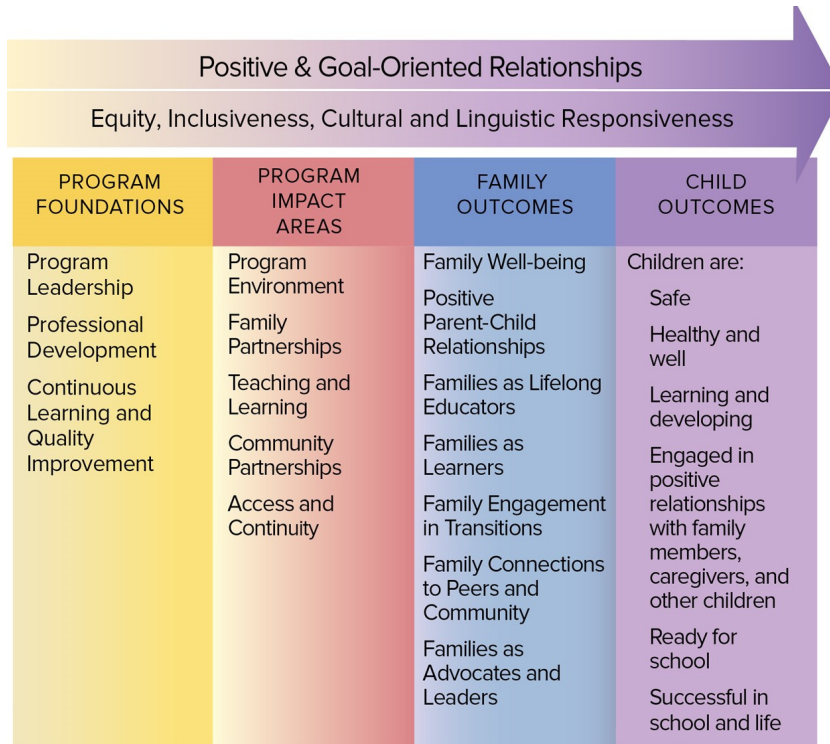
EDUCATION

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.

PARENT, FAMILY AND COMMUNITY ENGAGEMENT

GETTING INVOLVED IN HEAD START

Head Start encourages parents and families to become involved in their children's education, both in and out of the classroom.

As parents and families of Head Start 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.** Getting involved at the preschool level will prepare you to be active once your children enter elementary school, middle school, and high school. Schools need parent and family involvement to succeed just as much as your children do.

As parents and family members, Head Start 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.

To become better role models for your children, Head Start will help you explore opportunities to expand your education, knowledge about child development, find or get a better job, and participate in activities where parents encourage each other. The following are ways in which parents may be involved or engage in Head Start:

POLICY COUNCIL/CENTER COMMITTEE

Parent may join the Policy Council/Center Parent Committee to be part of the shared decision making process of Head Start Program. This is a great opportunity to gain leadership and advocacy skills for Head Start Parents.

PARENT CURRICULUM

Head Starts 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. Head Start 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.

CLASSROOM ACTIVITIES/PROJECTS

Parents are always welcomed in the classroom. They may assist in the classroom by participating in activities/projects, giving ideas for the curriculum/menu and helping during the outside activities. Parents may also participate in home projects with their children.

PARENT MEETINGS/EDUCATIONAL EVENTS

Parents may attend parent meetings in which they are provided the opportunity to assist in the development of activities that address their interests and needs and that support the education and healthy development of their children. Parents have the opportunity to learn about different agencies and services in the community. In addition, Parents may also attend educational events to gain knowledge and skills on how to work with their children at home and prepare them for school.



PARENT, FAMILY AND COMMUNITY ENGAGEMENT

GETTING INVOLVED IN HEAD START

FAMILY PARTNERSHIP PROCESS

Head Start 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 individualized 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 accomplishment of each goal will be determined.

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

FAMILY ASSESSMENT AND REFERRALS/RESOURCES

The program will work with parents to identify family needs and strengths by utilizing the Family Assessment and surveys to provide information and/or resources to community services. Staff will provide each family a resource book with information on programs available for low-income families. The information includes services such as childcare, emergency services, food, shelter, health providers, health services, counseling, domestic violence, transportation, etc. Referrals will be offered to parents as needed.

SURVEYS/DATA PROCESS

In order to ensure Head Start 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 data is entered into our data based 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.

IN-KIND "MEETING OUR MATCH

CAPMC Migrant Head Start Program receives federal funding and is required to match 20% of federal dollars received with non-federal dollars. The following are ways in-kind may be generated at the center: volunteer at the center, attend parent meetings, complete parent calendars and/or homework etc.



HEAD START POLICIES

SIBLINGS IN THE CLASSROOM

The agency's center license restricts the number of individuals 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.

CONFIDENTIALITY

Authorized representatives from CAPMC-Head Start, 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 Head Start 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

REPORTING CONCERNS

Any incident that is suspected to be a breach of ethics or in violation of federal, state or local laws should be reported immediately to one of the following sources:

* Ethics Hotline (877) 453-7244 or
reportlineweb.com/capmc

The Ethics Hotline is available 24 hours a day, seven days a week. Translators are available. The Ethics Hotline is operated by an independent company that specializes in handling calls of this type.

HOLIDAY/CELEBRATIONS POLICY

- The role of the Regional Head Start Program is to support families in the cultural and/or holiday celebration unique to their heritage, their homes and communities. Individual parents/families are invited to initiate and plan with the teaching staff particular activities for the classroom that highlight their own family celebrations. This contribution is welcomed and encouraged with the understanding that, although the activities will be entirely parent/family initiated and conducted, the teaching staff must pre-approve all plans.
- Further, suggested activities must be only a selected small portion of a full curriculum day and cannot be conducted over several days.
- In some cases where the suggested activity involved food, kitchen staff must receive a request for pre-approval as well.
- Parents/families will need to understand that if the teaching staff identifies the suggested activity to be inappropriate or in disagreement with the stated policy the activity will not be allowed.
- At no time can homemade food items be brought to children during hours of operations.

Graduation: We share the parent's pride to see the educational growth their children have made with the learning experiences they have had in the program. To celebrate the end of the school year, the teacher along with the parents will organize an event where children can demonstrate their new skills. The program will not conduct any "graduation ceremonies" where caps and gowns are worn. Graduation ceremonies take time from the children's learning experiences. All Head Start children will receive a Head Start certificate to acknowledge their participation in the program.



HEAD START POLICIES

STAFF/COUNSULTANT/CONTRACTOR/VOLUNTEER CODE OF CONDUCT

Staff, consultants, contractors, and volunteers are expected to abide by the program's standards of conduct. This code of conduct includes but is not restricted to:

- Staff, consultants, contractors, and volunteers will implement positive strategies to support children's well-being and prevent and address challenging behavior; '
- Staff, consultants, contractors, and volunteers do not maltreat or endanger the health or safety of children, including, at a minimum, that staff must not:
 - *use corporal punishment
 - *use isolation to discipline a child
 - *bind or tie a child to restrict movement or tape a child's mouth
 - *use of withhold food as a punishment or reward
 - *use toilet learning/training methods that punish, demean, or humiliate a child
 - *use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child
 - *physical abuse a child
 - *use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child's family
 - *use physical activity or outdoor time as a punishment or reward
- Staff, consultants, contractors, 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, or family composition.
- Staff, consultants, contractors, and volunteer will comply with program confidentiality policies concerning personally identifiable information about children, families, and other staff members in accordance subpart C of part 1303 of the Head Start Performance Standards and applicable federal, state, local, and tribal laws.
- No child will be left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care.

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

1. Physical violence
2. Shouting
3. Cursing
4. Talking in a negative or degrading manner
5. Scolding, threatening or hitting children
6. Use of cell phones in the classroom and while interacting with children and staff

HEAD START POLICIES

PARENT AND CHILD'S RIGHTS

During the registration process, families will receive the Parent's Rights and Personal Rights. It is the intent of the Regional/Seasonal Head Start 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

HEAD START PARENT COMPLAINT PROCEDURE

- 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 Family Facilitator. 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 Family Facilitator within 5 working days of meeting with the individual with whom you have a concern. Request a meeting with the Family Facilitator 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/Family Facilitator. 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 Policy/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 the Administration for Children and Families Office, 50 United Nations Plaza, San Francisco, CA 9410.

**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:_____

HEAD START 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

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

Head Start Programs

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.

