
Play, Learn and Grow... Together!

Inspiring self-sufficiency for children and families!
IMPORTANT NAMES, NUMBERS, AND DATES

CENTER OR HOME BASE: ____________________________________________

HOME-BASED EDUCATOR: __________________________________________

CENTER OR EDUCATOR PHONE NUMBER: __________________________

TEACHER NAME: ________________________________________________

FAMILY SERVICE WORKER: _______________________________________

OTHER STAFF: __________________________________________________

CENTER HOURS OR HOME-BASED VISIT TIME: ______________________

PARENT MEETINGS ARE HELD ON: ________________________________

POLICY COUNCIL MEETINGS ARE HELD ON: ________________________

THE HEAD START/STATE CHILD DEVELOPMENT DIVISION

is a program of

COMMUNITY ACTION PARTNERSHIP OF KERN

PARTNERSHIP & HEAD START/STATE CHILD DEVELOPMENT ADMINISTRATIVE OFFICES:
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www.capk.org
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HEAD START / STATE CHILD DEVELOPMENT MISSION STATEMENT

To provide access to comprehensive cognitive, intellectual, physical, mental health, and nutritional needs with the overall goal of providing a greater degree of social competence and effectiveness for school readiness, and instilling the responsibility of self-sufficiency in young children and their families.

We accomplish this mission by providing:

♥ Comprehensive services with a holistic focus on "the family."
♥ Encouraging parental involvement and participation
♥ Building community partnerships and providing access to community-based services

THE PROMISE OF COMMUNITY ACTION

Community Action changes people’s lives, embodies the spirit of hope, improves communities, and makes America a better place to live.

We care about the entire community, and we are dedicated to helping people help themselves and each other.
WELCOME TO COMMUNITY ACTION!

Dear Parents or Guardians:

Thank you for choosing CAPK’s HEAD START / EARLY HEAD START program to provide essential services to you and your family.

For half a century, CAPK has been caring for the entire Kern County community and working hard to ensure that our programs and services meet the various needs of children and families from many different backgrounds. CAPK’s HEAD START / STATE CHILD DEVELOPMENT division has led our efforts to provide quality, comprehensive, and effective early childhood services to prepare children for kindergarten and life-long learning.

Please read through this handbook to learn more about HEAD START / EARLY HEAD START and to better understand how you and your family can take advantage of the various activities and services available. This Handbook also includes descriptions of CAPK’s other family-focused programs and other services that may be of help to you as we all work together to make your family’s HEAD START / EARLY HEAD START experience the best that it can be.

I look forward to your family’s participation in HEAD START / EARLY HEAD START and know that it will provide many opportunities to grow, learn, achieve, and thrive.

Sincerely,

Jeremy T. Tobias
Executive Director
WELCOME TO HEAD START / STATE CHILD DEVELOPMENT

Dear Parents and Guardians:

Welcome to your new family, the HEAD START / STATE CHILD DEVELOPMENT division of Community Action Partnership of Kern (CAPK).

The division ensures that HEAD START / EARLY HEAD START’s comprehensive approach enables children to learn in an environment where their development progresses at an individualized pace and includes the family as teachers. We recognize parents/guardians as a child’s first and most important teacher. One of our most important charges is to empower parents/guardians to support their children’s lifelong learning. We are committed to partnering with parents/guardians and providing an engaging and culturally diverse learning environment that supports the individual development of every child.

We are committed to providing child-focused programs and have the overall goal of increasing school readiness for all of our children. HEAD START / EARLY HEAD START has a long tradition of delivering comprehensive and high-quality services designed to foster healthy development for all children from birth to age five, pregnant women, and their families. We provide many services to children, including health, nutrition, dental, and social-emotional wellness, as well as services to children with special needs, and parent involvement.

This Handbook provides information to help you learn a little more about our program, the different program options, how we prepare children for school, and how raising and educating children involves many individuals along the way. I hope you will see how CAPK’s HEAD START / EARLY HEAD START staff is dedicated to providing high-quality, comprehensive, early care and education programs to all of our children towards creating the future leaders of tomorrow.

We hope that your time with HEAD START / EARLY HEAD START will be a rewarding and positive life-changing experience for you and your family.

Sincerely,

Yolanda Gonzales

Director of Head Start/State Child Development

"Our challenge is to reach all children early so that every child starts school with the skills needed to learn."
—Laura Bush
ELIGIBILITY AND PROGRAM OPTIONS

Eligibility for Early Head Start and Head Start

♥ The child’s age, Kern County residence, family size and income must be verified.

♥ No less than 90 percent of enrolled children must be income eligible based upon Federal guidelines, receiving public assistance, foster placement, or homeless.

♥ Homeless children are prioritized for Early Head Start/Head Start enrollment, in accordance with the 2007 Head Start Act.

♥ No less than 10 percent of enrolled children must have a diagnosed disability and a verified Individual Family Services Plan (IFSP) or Individual Education Program (IEP).

♥ The Early Head Start program includes services to pregnant women, infants, toddlers, and children up to 36 months of age, and their families.

♥ The Head Start program serves three- and four-year-old children and their families; and each child’s age eligibility is calculated according to the September 1 kindergarten age eligibility date. Once your child is enrolled in the part-year program, they remain eligible for the current year and the next year. If your child is age eligible for a third year of part-year service, a new application must be completed.

The above eligibility requirements apply to all Early Head Start and Head Start children in all program options.

Your Child’s Health

Be sure your child has up-to-date Immunizations, current Physical Exam and Tuberculosis (TB) Clearance. We can assist you to locate a medical facility and establish a medical home for your child and family. Please promptly submit the following documentation at time of application:

♥ Immunizations: According to California Immunization Requirements for child care, all children must be up-to-date on immunizations prior to entry into the selected program option.

♥ Physical Exam: According to Title 22 California State Licensing requirements, a physical exam completed within the last 12 months, with all screening/test results included, must be presented prior to entry into the selected program option.

♥ Tuberculosis (TB) Clearance: According to Title 22 California State Licensing requirements, a TB Clearance completed within the last 12 months must be presented prior to entry into the selected program option.

Program Options

♥ HOME-BASED options, which provide services to families from prenatal to five years, offer the family weekly home visits that are an hour and a half in length and two socialization experiences each month. All Parent/Guardians must have a Tuberculosis (TB) Clearance on file.

♥ CENTER-BASED options, which provide services to children from six weeks to five years, offer classroom sessions and at least two educational home visits each year.

Which option is right for your child and family?

The Early Head Start Home-based option is a family-centered program that offers support in the areas of child development, parenting, health and social services to pregnant women, infants, toddlers, and their families. The home-based option provides services through an Early Head Start Home Base Educator with weekly visits that are one and a half hours in length. This program also offers opportunities for families to participate in socialization activities twice a month. Early Head Start will support you in educating and nurturing your children and will provide links to community resources.

Early Head Start benefits to prenatal families:

♥ Prenatal education; including fetal development and the risks connected to smoking, alcohol and drug use

♥ Feeding options for baby

♥ Labor and delivery information

♥ Newborn care

♥ Emotional wellness screening

Benefits to families and children ~ prenatal to age three:

♥ Developmentally appropriate learning activities

♥ Comprehensive case management for child’s health

♥ Health checks: lead, hemoglobin, vision, hearing, and developmental screenings
Child emotional wellness screening
Nutrition assessment and education
Tips and techniques for parenting skills and support
Services for children with disabilities

As the most important person in your baby’s life, you and your baby are beginning a relationship that will last a lifetime. The development of this relationship is in your hands. Your baby will follow your lead, so let the Early Head Start home-based program assist you by providing socially and developmentally appropriate techniques and skills along the way.

The **Head Start Home-based option** (36 months to kindergarten age) philosophy is based on the belief that success begins in the home setting. By enhancing family successes, the Home-based option provides for broader learning experiences. Staff are facilitators and advocates in partnership with families. The Home-based option provides each family with weekly visits that are one and a half hours in length, and two socializations a month.

The Head Start Home-based option offers everything the Head Start Center-based program option provides, however, we make it available in your home, incorporating flexible services with one-on-one support to families.

The **Head Start Part-day Center-based options** offer three and a half hour classroom sessions, typically morning or afternoon. Our part-day Head Start centers provide services Tuesday through Friday. On Mondays teachers prepare paperwork and attend required trainings.

The **Full-day Center-based Infant/Toddler and Pre-school options** are made possible with a combination of Federal and State funds; families must meet the additional eligibility requirement for the State. In addition to the EHS/HS eligibility requirements listed above, to be eligible for the full-day Center-based option, the family:

- Must qualify under State income guidelines.
- Must document a need for services such as working or enrolled in a vocational program.
- Depending upon gross income, the family could be charged a fee based on the California Department of Education Family Fee Schedule.
- Must regularly update and document changes in work, school, and need.

**Transitions: Next Steps**
"Transition" means change. Families go through many changes. Changes that are planned for are the most positive ones. Transitions are viewed as opportunities for continuous learning and growth. Transition addresses all changes that occur as a family moves from one setting to another, from home to a center-based program, within a program or between programs.

You will become aware of just how important you are when planning for the many transitions you, your child, and family will experience. You have firsthand knowledge about your children and family to provide staff. This information will be useful in guiding your family's next steps.

As your child's first teacher, you are the key to successful early transitions when you:

- Understand the importance of effective transitions in the lives of your child and family.
- Prepare and support your child before and during transitions.
- Learn from others about the new settings by forming supportive and ongoing alliances with other parents/guardians and staff.
- Advocate for your own child and other children.
- Understand that children in the Early Head Start Program begin the transition process to pre-school at the age of 2.6.

**What can you do to help?**
- Share what you know about your child.
- Learn about new settings and new experiences.
- Work with your child at home.
- Communicate regularly with staff.
- Stay involved with the program.
- Network with other parents/guardians.
- Speak out and act for all children.
- Ensure your child has a dental exam prior to entering Kindergarten.

Together we can make transitions meaningful and successful!
FAMILY ENGAGEMENT OPPORTUNITIES

You made a wise choice to apply for the Head Start/Early Head Start program and now that your child is enrolled there is a whole new world open to you too!

Research suggests that children do better in school when their parents/guardians are involved. Family Engagement in Head Start/Early Head Start (HS/EHS) is about building relationships with families that support family well-being, strong relationships between parents/guardians and their children, and ongoing learning and development for both parents/guardians and children.

Research tells us that parent and family engagement is crucial for young children’s learning and development and that strong community ties and resources help families raise their children in supportive environments. Head Start programs and families have worked together in various ways toward these and related goals since the program began in 1965. When families involve their young children in daily learning by talking with them, playing with them, and reading to them from birth, children have:

- Higher literacy skills;
- Better peer interactions;
- Fewer behavior problems; and
- Greater motivation and persistence during learning activities.

In other words, children whose families involve them in learning at home are more successful in school! In addition, parents/guardians personally benefit from involvement as well. Every effort is made to involve both parents/guardians in all aspects of the program. There are many opportunities available to parents/guardians in the program for growth, input, learning, and fun. Parents/guardians are the most important people in a child’s life. The program strives to include parents/guardians in all components of the program.

Together We Can:
- Make reading to your child a priority;
- Listen and talk with your child;
- Make attendance an important choice; and
- Stay in close communication about your child’s development.

Get Involved By:
- Reading the newsletters and information Head Start offers;
- Volunteering or observing in your child’s classroom;
- Attending Parent Meetings;
- Get involved with Policy Council to share your ideas;
- Talk with your Family Service Worker or Home Base Educator about how you can become involved.

Male Involvement
Head Start encourages participation of the males involved in the lives of Head Start children. Our program will make efforts to reach out to and include fathers, supportive male family members, and/or male caregivers in parent engagement activities. Throughout the year, there are numerous opportunities for men to volunteer in the program and provide input on designing special initiatives to improve the interaction of men with children. Men are encouraged to participate with Super Dad’s events offered throughout the year. Our program celebrates and enhances the male parenting role by:

- Encouraging responsible fathering/male role modeling;
- Helping children and men relate and connect;
- Educating men about parenting; and
- Creating opportunities for individual and group male involvement and leadership.

Volunteering in Head Start: We Need you!
Volunteers are essential to the program.
Volunteering enriches the educational experience for children and provides parents/guardians opportunities to learn about the program while developing their own skills and knowledge in an array of volunteer opportunities. We want parents/guardians to volunteer in any way they feel comfortable. There are a variety of volunteer opportunities that help our program run effectively (please see below). Parents/guardians must have a Tuberculosis (TB) clearance on file to participate in program activities. Staff may assist with referrals and resources in obtaining a TB clearance.

The program is required by Community Care Licensing to conduct a background records check on family members and community volunteers who wish to have a regular and active role in the classroom volunteering 16 hours a week or more.

**In-Kind: How Can You Help?**

We need your help in many areas of the program. When you volunteer, the value of your donated time is counted as “in-kind” to match Federal funding for the Head Start and Early Head Start programs.

Here are some ways you can provide assistance:

- Assist the Teacher/Home-based Educator during a field trip or socialization.
- Assist in the classroom or on the playground.
- Assist during meal service.
- Assist staff with mandated screenings.
- Participate in developing lesson plans.
- Help prepare classroom materials as requested by the Teacher.
- Help staff update the Parent Information Board.
- Assist staff with recruitment.
- Attend Parent Committee meetings and events.
- Participate on the Regional Parent Committee (if elected to do so.)
- Participate on the Policy Council and Policy Committees (if elected to do so.)
- Attend advisory committee meetings (i.e., Health Advisory Committee, Nutrition Advisory Committee). Parents/guardians are welcome!
- Home-based parents/guardians, your time counts by working in the home on the lessons, experiences, or educational plan your Educator has developed with you.
- Sit in on employment interviews (available to Policy Council members.)
- Completing the Parent Home Observation form.
- Thank you for making a positive difference!

**Very Important Parent (VIP) Committee Meetings**

Did you know that you are automatically a member of the VIP Committee? Each center and Home Base Educator has a Parent Committee. You are valued and needed, you have an important voice, and your involvement makes a difference for your child. It is a chance for you to have input into your child’s education, all the more important since you are your child’s first and most important teacher! It is also a chance for you to network and meet with other parents/guardians to discuss anything of interest to you. We need parents/guardians to attend Committee meetings to make our program the best it can be for the children. Parent Committee Meetings are scheduled once a month at places convenient for parents/guardians. The Head Start staff will share information with you, but this is your chance to learn leadership skills as parents and you will learn how to facilitate meetings. Parent Committees elect members for the Regional Parent Committee.

**Regional Parent Committee (RPC)**

The Regional Parent Committee (RPC) was developed to provide parents/guardians with the opportunity to participate on the Policy Council. Each Parent Committee elects Regional Representatives to send to the RPC. Each RPC elects Policy Council representatives to send to
Policy Council
Every Head Start program has a Policy Council. The Policy Council is similar to a school board or “PTO” for the Head Start program. Policy Council members include parents/guardians whose children are currently enrolled in the program and people from the community who are elected by Policy Council parents.

Childcare and Mileage Reimbursement
Reimbursement for child care and mileage will be available per the Community Action Partnership of Kern Head Start/ State Child Development program Child Care and Mileage Policy. Child Care will not be provided during RPC or Policy Council meetings. Please let your Family Service Worker or Home Base Educator know if you will be needing transportation to the Regional Parent Committee or Policy Council Meetings.

Siblings
Due to State and Federal regulations, only children enrolled in the program may attend. Siblings over two-years old are occasionally allowed to participate in the class, or while the parents/guardians are volunteering, with prior consent from the Center Director, and with a Tuberculosis clearance.

Parent Conduct
Please refrain from loud and abusive conduct around staff and children. Any verbal or physical misconduct is a violation of the State Education Code, which protects teachers and children in these situations. Parents/ guardians engaging in such conduct will be asked to leave the facility and are subject to termination of services.

Confidentiality and Records
- Agency staff respects the privacy of every parent/guardian and child. Confidential information is not discussed in the presence of another parent/guardian, children, or staff. All confidential information is kept in locked files.
- Upon request, the agency will provide authorized persons with access to information and records pertaining to the program, as deemed reasonable by the Head Start/State Child Development Director. The legal parents/guardians must make a request in writing. In the case of custody disputes, official court documents will prevail.
- Requests can also be made by court order or subpoena. Requests can be made by outside agencies and local education agencies with accompanying parental consent, including signatures.
- A minimum of three (3) working days is required for administrative staff to provide the requested copies.

Open Door Policy
Our program includes a strong emphasis on parent/guardian involvement and education in all phases of the curriculum. All parents and guardians of enrolled children are encouraged to visit at any time. We believe in and practice an “open-door” policy.

Communication is Key!
Most days everything goes just right for you, your child, your family, and staff. Occasionally, things do not. If you find yourself in this situation, here are some techniques to deal with your concerns to help you get the best results possible. Taking these steps can help clarify concerns you encounter in life.

- Take a moment to evaluate your feelings. Ask yourself, "Am I overreacting?" or, "No, this really upsets me!"
- Take time to ask for an explanation.
- Take time to listen to the other person. Ask for clarification. If it does not make sense to you, if it is not clear, or just does not seem right, ask. Use reflective listening terms such as, "Let me make sure I understand you." Or repeat back to the other person, "What I heard you say was..." Then wait for their response.

Children’s safety is everyone’s business!
All agency sites are smoke free, drug free, and weapon free environments!
Parent Concern and Complaint Procedure
From time to time parents/guardians may have a concern or complaint, such as: relating to another parent, a staff who is not performing to his or her expectations according to his/her roles and responsibilities, or the condition of the center.

Our goal is that parents/guardians feel comfortable and are encouraged to discuss any concerns which may occur during the program year with the appropriate center or home based staff.

Parents please review the following steps that have been put in place to assist you with sharing concerns or a complaint.

Please note...A parent has the discretion of bypassing all steps and going directly to whom he or she feels comfortable requesting assistance for his or her concerns.

**Step 1:** When a parent has a concern or complaint, the first step is to attempt a conversation with the agency staff person, with whom there is a concern. If the parent/guardian is not satisfied please go to the next step.

**Step 2:** The second step is to contact the staff person’s Supervisor immediately to discuss the area of complaint. At this point we encourage the parent/guardian, as well as the Supervisor, to document the complaint on the Parent Compliant Form. If the parent/guardian is not satisfied please go to the next step.

**Step 3:** The Supervisor will contact the Program Manager immediately. He/she will present the Program Manager with all the documentation and the completed Parent Complaint Form. The Supervisor will assist the parent/guardian in scheduling a meeting with the Program Manager. The Program Manager will offer a resolution to the parent/guardian. If the parent/guardian is not satisfied please go to the next step.

**Step 4:** The parent/guardian, with the assistance of the Program Manager, will bring the issue to the Education Administrator. The Education Administrator will evaluate the concern, bring the concern up the chain of command as necessary, and provide the parent an opportunity to discuss and accept a viable solution to their concern.

It is our utmost goal to bring resolution to any concern or complaint shared. Some resolutions may be confidential especially if the concern is regarding a staff member.

**Parent Education and Career Goals**
The Staff Development Office is here to assist staff and parents/guardians with their career goals. The Head Start program encourages staff and parents/guardians to continue their education. We encourage parents/guardians to apply for positions within the agency. Staff Development can provide career goal counseling, application assistance and interview technique training.

For your education goals (including GED, ESL and college goals) referrals to various educational institutions can be provided. Please contact program staff for more information. We look forward to assisting you in meeting your educational and career goals for a bright future!

**Non-Discrimination Policy**
The program does not discriminate based on sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, immigration status, age, political belief or mental or physical disability, or any other basis protected by federal, state, local law, ordinance, or regulation in determining which children are served.

The Head Start program does not discriminate in determining which children are served as defined by the Americans with Disabilities Act (ADA). The program welcomes and enrolls children with disabilities (no matter the severity), makes reasonable accommodations, and works with the family to implement those accommodations for children with disabilities.
PROGRAM INFORMATION

Family Orientation
Parents/guardians will be informed of program services for all areas (Disabilities, Education, Family Engagement, Health, Nutrition, and Wellness) and what resources are available to them.

Education Services
One of the unique strengths of our programs is the array of opportunities for parent involvement. The first step is your involvement in your child's educational program. Direct or indirect help from you gives your child the boost they need. Direct help can mean working with your child in the classroom or in the home. Indirect help is supporting staff by helping with a variety of things, such as making decisions on activities (webbing charts), passing out flyers for parent meetings, cutting out items, or collecting items for children's activities. (These are just a few suggestions. There are many other ways to be involved!)

Your child will begin to learn some general skills that will help direct his or her success during preschool and beyond. They will begin to learn or get better at things like:

- Large motor skills
- Fine motor skills
- Social relationships
- Self-regulation
- Cooperation
- Solve problems
- Expressive language
- Literacy: Book appreciation
- Math: Number concepts
- Science: Learn about natural and physical world
- Creative expression: Art, music, movement
- Learn about family and community

The educational foundation for your child begins with you.

Here are some tips to start the day right:
- **Have your child be well rested.** Ten (10) to 12 hours of sleep is recommended for children.
- **Feed your child nutritious meals.** Meals should be well balanced and unhurried. Encourage wholesome, nutritious foods, and avoid junk foods.
- **Indoor clothing:** Dress your child in simple, safe, sturdy, not too tight, clean clothes.
- **Make certain shoes are suitable to play in. For safety, we require closed toe shoes with backs or back straps.**
- **Outdoor clothing:** Label hats, coats, and mittens. There are often several of the same color and style. Labeling saves time and effort, and helps prevent misunderstandings among parents/guardians. Please remember to use sunscreen daily for those children with sensitive skin.
- **Check for illness.** If your child is sick, **keep your child home.** Watch for sore throats, colds, nausea, diarrhea, chill, fever, skin rash, inflamed eyes, discharge from the ears, enlarged glands, earaches, flushed face, and paleness. If your child is going to be absent, **it is important to notify the school.**
- **It is very important that parents/guardians continually update staff with any changes of phone numbers and/or contact information.**
- **Prepare for the weather.** Listen to the television or a local radio station for school closures due to weather or environmental concerns. Listening to the weather forecast will assure choosing the appropriate outdoor clothing.
- **Send your child to school with a smile, a hug, and an encouraging word every single day.**

Well Child Participation in Daily Activities
Children in attendance are encouraged to take part in all of the indoor and outdoor activities. It is expected that children are well enough to fully participate. If your child has obtained an injury away from the center, please inform the teacher of the circumstances prior to the child’s return to the classroom. A doctor’s note releasing your child back to a pre-school setting, with any recommended restrictions, will be required. Accommodations may be needed for the safety of your child.

Daily Health Check
According to Title 22 California State Licensing requirements, before signing in your child each day, the center staff will briefly check for general signs of illness or any communicable conditions.
If your child rides the bus to attend special day classes, staff will conduct a health check upon your child's arrival at the center. Home Base Educators perform health checks prior to the beginning of home visits and upon arrival to socializations.

**Illness/Isolation**
According to Title 22 California State Licensing requirements, if your child becomes ill during the day, your child will be isolated from other children with a designated staff member. You will be called to pick up your child immediately to prevent the spread of possible communicable conditions.

**Discipline Policy**
Setting reasonable limits on the child's behavior gives children the security of knowing exactly what is expected. Children will be encouraged to make positive choices. As staff creates a developmentally appropriate environment, they will set reasonable limits, redirect unacceptable behavior, and nurture positive interactions. Our program refrains from any use of corporal or unusual punishment/violation of personal rights.

**Child Behavior Standards and Intervention Policy**
Classroom rules are intended to protect the rights of all students and staff and promote a safe learning environment. The behavior of a child must not interfere with his/her safety or that of other children or adults in the classroom. When a child's behavior poses imminent danger to the well-being of her/himself or others, interventions may be used, which could include:

- Parent conference.
- A parent/guardian may be asked to pick up the child if the child cannot respond to adult interventions.
- A plan of action, developed with input from parent/guardian and staff.
- Inter-agency referrals.
- Recommendations for referrals to outside agencies.
- Adjustment of hours, or days of attendance, to meet the child's ability to comply with safety requirements.

If all appropriate interventions prove to be ineffective, other alternatives will be considered for the child.

**Sudden Infant Death Syndrome (SIDS) Policy**
The Child Education and Development Services program practices Safe Sleep for infants. This practice states that an infant will be placed on its back when put down to sleep. There will be no toys or pillows placed in the crib. When blankets are used, they are tucked at the end of the crib, and the infant placed with his/her feet at the end of the crib and the blanket only placed to the chest.

**Field Trips and Community Visitors**
A valuable extension of the educational experience includes field trips and community visitors. A field trip permission slip must be signed for all field trips; otherwise, your child will not be allowed to participate in the field trip.

**Home Visits and Parent/Guardian Teacher Conferences**
Center Teachers and Family Service Workers meet individually with families at least two (2) times during the school year once at the beginning of the year, the other at the end. These meetings are held to discuss the strengths of your child and keep you up to date on the many ways your child is growing.

The items discussed during these conferences include, but are not limited to:

- Home/School Transition
- Developmental Screenings
- Assessment results
- Family Needs Assessment
- Goal Setting
- Family Partnership Agreement
- Child’s Developmental Progress
- School-Kindergarten Transition
- Any updates related to these activities

**The Classroom**
Creating an environment for preschoolers, infants and toddlers that matches their developing abilities and interests requires careful observation and thoughtful planning. The goal for teachers is to thoughtfully plan the environments that send a message to the child, “This is a place where I can play, have fun, and be happy.”

Children will have space to store their artwork and personal possessions. The classroom is arranged into learning areas: library/quiet area, blocks, art,
table toys, sand and water, math, cooking, science, music and movement, dramatic play, literacy and computer science.

Interest areas offer a carefully selected variety of learning materials, so no matter where your child chooses to play, they are learning.

Materials are arranged on low shelves so your child can easily and independently select them.

Picture labels are placed on containers and shelves so your child will learn where materials belong.

### The Daily Routine for Infants and Toddlers:
The daily routine helps your child feel secure and independent. A typical day might consist of:

#### Routines
- Hellos and good-byes
- Diapering and toileting
- Eating and mealtimes
- Sleeping and nap time
- Getting dressed

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

### The Daily Routine for Pre-School children:
The daily routine helps your child feel secure and independent. Children are encouraged to move from one activity to another easily and confidently. A typical day might consist of:

#### Routines
- Child/staff initiated activities and experiences
- Group time (small and large groups)
  - Clean up
  - Story/music time
  - Family style meal
  - Outdoor activities
  - Oral hygiene
  - Language development

#### Experiences
- blocks in trucks and dump them out
- Understanding size, weight, and number concepts (Math) (Science)
- Put on dress-up clothes
- Use their small muscle skills (Self-Help) (Writings)
- Finish a puzzle
- Complete a task (Study Habits) (Self-Esteem)
- Make play dough
- Recognize how materials change (Science)
- Make boats sink
- Recognize cause and effect (Science) (Logical Thinking)
- Turn pages from beginning to end
- Read a book from left to right (Reading and Writing Readiness)
- Watch bread dough rise or butter melt
- Understand that foods can change their physical status (Science)
- Create different sounds by putting more (or fewer) beans in cans and shaking them
- Explore cause and effect (Science) (Logical Thinking)
- Try out a computer program together with another child
- Share and play cooperatively with others (Social Skills)
- Sort pictures that are same
- Match and classify (Math)
- Operate a computer mouse
- Improve their coordination skills (Physical Development)
- Talk about changes in plants, people, and things outside as seasons change
- Sharpen observation skills (Science)
- Catch and throw balls
- Coordinate eye and hand movements (Physical Development)
- Gather paper, scissors, and glue for a project
- Plan and carry out a task (Study Habits), (Independence)
- Pour without spilling
- Use their small muscle skills (Physical Coordination)
- Make a salad for the family or bake muffins for breakfast
- Take pride in their accomplishments (Self-Esteem)
- Find ways of moving across the rug without using their feet
- Think creatively to solve problems (Independence) (Problem Solving)
- Use blocks and wooden animals to create a zoo
- Recreate the world around them (Geography) (Social skills)
- Pretend to be grown ups
- Understand their experiences better (Abstract Thinking)
- Scribble on paper
- Use writing as a means of communication (Reading and Writing)

### What Will my Child Learn?
The Creative Curriculum framework that is used by our program is based on the philosophy that children learn best by being actively involved in their environment. This includes exposure to and experiencing diverse languages both through peer to peer and staff to child communication in the child’s primary language while concurrently facilitating acquisition of the English language. What seems to be "just play," is really the way a child develops his/her own process of learning.
Learning from Activities
When you visit your child's classroom, you see children playing and interacting. Like most parents/guardians, you probably wonder what your child is learning. To answer your questions, the chart on the previous page shows typical things children do when they play in each area of the classroom in the column on the left. The column on the right are the concepts and skills children actually develop from this play.

Health Services
Infants and toddlers receive ongoing monitoring to remain up-to-date on an age appropriate schedule of well child care visits and immunizations. Teaching staff provides developmental screenings according to the child's age. Dental Exams are recommended for all children starting at 6 months of age.

Children aged three to five (3 to 5) must receive required health screenings that should be provided during the basic physical exam, such as hearing, vision, and blood pressure. In addition, teaching staff will provide speech, social-emotional, and developmental screenings on all children within the first 45 days of enrollment.

For children aged three to five (3 to 5) a dental exam, completed by a dentist, is a program requirement. In addition, a dental exam is required prior to entering Kindergarten. Staff will assist families in securing a dental home, if needed. Children who do not have dental insurance, or require costly co-pays with their current insurance plan, may be eligible to receive assistance through provided funding. Contact program staff for details.

Family Services
Family Partnerships in Head Start
Head Start is a comprehensive, strength-based family program. Research has shown that parental involvement helps children be more successful throughout life. Good partnerships means Head Start parents and staff are learning from one another. Our partnership begins with the Family Strengths Interview that is completed at the beginning of the year. We will identify the strengths, needs and interests of your family. Parents are supported as they meet their own goals and as they nurture the development of their children. Family situations affect children. The Head Start staff is prepared to assist families in finding needed resources.

Head Start assists families by:
♥ Making home visits.
♥ Referring to other services, agencies or consultants.
♥ Helping you identify the strengths and concerns of your family to help you set goals and time frames to meet your goals.
♥ Responding to your child’s attendance to see if additional assistance could be provided.
♥ Working in a partnership that is driven by family’s strengths and needs.

See what you can learn and discover:
♥ New skills
♥ Make new friends
♥ Meet your personal goals
♥ Gain confidence
♥ Become aware of Community Resources
♥ Build your support system
♥ Have some fun
♥ Learn job/employment skills
♥ Help your community to be a better place to live

We work with parents/guardians and provide education on how to advocate for yourself, your child, and your community.

Head Start parental involvement has continually evolved over the years, and we have learned from our experience and research about what makes the best difference for children and families.

Disabilities Services - A Special Place for Special Children
Head Start/Early Head Start Child Development Centers provide the Least Restrictive Environment (in a class with their peers who do not have a disability) setting for children with disabilities.

The goal of Disabilities Services is to foster a
positive environment where children with special needs are assisted in reaching their full potential. Head Start is a general education program, providing opportunities for all children with and without special needs to play and learn together, as well as learning to appreciate each other's differences.

The Head Start program supports the Special Education Goals for children with disabilities within the Least Restrictive Environment (LRE). Head Start Child Development Centers welcome Local Educational Agencies (LEA) into the classroom to provide therapy and special services.

Parents/guardians are encouraged to actively participate in the child’s assessment process to ensure that children’s needs are addressed through the Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP).

**Nutrition Services**
Nutrition education and experiences are integrated into classroom and Home-based activities. Nutrition counseling is available to parents/guardians on an individual basis and/or during parent meetings. Topics include anemia, lead poisoning, food budgets, meal planning, physical activity, weight maintenance, and USDA food guide pyramid education, or any nutrition related parent request.

Each child’s height and weight will be monitored throughout the year. Lead and Hematocrit/Hemoglobin (iron) (Hct./Hgb.) results will also be monitored.

Meals are served family style. Children are encouraged (but not forced) to try new foods. Program meals offer a variety of foods and cultural experiences. Infants and toddlers are fed on demand. Program policies do not allow parents/guardians to bring foods for mealtimes. Monthly menus are posted at the center and a copy is provided to each family to take home.

Parents/guardians are welcome and encouraged to participate in the Nutrition Advisory Committee to assist in menu planning.

Once a month, your child's classroom may organize a celebration for any birthday, special event, or holiday that has occurred, or will occur, during that month. These will be at teaching staff's discretion and all food policies will apply.

In compliance with licensing requirements, and for the protection and safety of children, the following policy has been established:

- Program meals cannot be cancelled.
- All celebration foods must be served at a time other than regularly scheduled mealtimes.
- All foods provided must be store bought and accompanied with a receipt.
- Center staff is responsible to ensure food safety and sanitation as it pertains to the storage, preparation, and serving of foods.
- All special diets and/or special dietary needs will be accommodated as long as medical documentation is provided from the child’s doctor.

**Family Wellness**
The goal of Family Wellness is to increase social competence for every child. Staff collaborates with families to plan the mental health aspect of the program and integrate activities into the curriculum. Families may participate in mental health parent education meetings and receive referrals to outside counseling agencies. All information is kept confidential.

Help with parenting issues to prevent child abuse and neglect can be obtained through Family Wellness. Mental health services include a regular monthly schedule of on-site mental health consultations for parents/guardians and staff, including parents/guardians of children with disabilities. Services are available upon request. You are encouraged to contact staff about referrals for assistance with drug abuse and/or alcohol abuse programs, marital issues, and/or problems related to parent/child or guardian/child relationships, which are available to any member of the family. **We are here to help.**
PROGRAM POLICIES

Arrival and Departure
Participating in one of our programs can be an exciting opportunity for children. You are responsible to bring your child at the scheduled time, and pick them up at the scheduled time. Our responsibility is to ensure your child is safe and given the opportunity to learn.

To assist us in ensuring their safety, please follow the procedures below:

♥ Sign your child in each day. The California State Licensing agency has access to the daily sign in sheets and requires your full legal signature and time of day to be recorded each day your child attends.

♥ Sign your child out each day. Again, it is a California State Licensing requirement.

♥ Children will only be released to:
  • Someone over the age of 16.
  • Someone with proper authorization (on your emergency consent form.)
  • Someone with proper identification.

♥ Children will never be released to:
  • Anyone suspected of being under the influence of drugs or alcohol.
  • Anyone without proper identification.
  • Anyone that is legally restrained from contact with your child.
  • Anyone that is under the age of 16.

♥ Children become extremely worried, and staff becomes concerned, if you are late picking up your child. These are the steps we take when you are late and have not called us:
  • We will attempt to contact you by phone (home or cell).
  • After a reasonable amount of time (15 minutes), we call your emergency contacts to see if they know where you are, or if they are able to pick up your child.

Based on the written procedure, if we are unable to locate you or your designated emergency contacts within 30 minutes, we will contact law enforcement. This is a step that no one wants to take; please regard your child's pick up time as important as it is.

Attendance
Regular Attendance Benefits Your Child
Whether you're in the Home-based or Center-based option – every home visit, socialization, class session, appointment, and special event is planned to support you and your child's progress toward your goals. Regular attendance is a practice that will help your child be successful in kindergarten and elementary school.

Let Staff Know When Your Child Will Be Absent
Our program requires that all absences are documented. You are required to notify center staff by phone to let us know the reason for each day your child is absent.

If regular attendance is a challenge for your family, we will help you develop a plan of action for regular attendance. We will also let you know about other options for your child to receive full services and progress toward his/her goals.

Chronic Absenteeism
When your plan of action does not encourage regular attendance, it may then be decided your child/family are not in the most suitable program option. We will make every effort to help you make a smooth transition to another option, space permitting.

Excused absences are defined as: due to illness or quarantine of child or parent/guardian, family emergency, court-ordered visitations, and reasons clearly in the best interest of the child.

Families who no longer qualify or meet the need for full-day services will be offered part-day services and/or other community resources.
Keeping a Child Home

Keep your child home if they have any of the following symptoms:

♥ Fever of 101 or above.
♥ Wet sneezes, heavy nasal discharge, and/or a constant cough.
♥ Vomiting, and/or diarrhea.
♥ Irritable, fussy, and generally not her/himself.
♥ Rash or undiagnosed skin condition:
  Exceptions include: diaper rash, old chicken pox scabs, and diagnosed skin rashes accompanied by clearance from a medical provider stating that the rash or skin condition is not contagious.
♥ Nits or Head Lice: The program has a nit-free and head lice-free policy. If assistance is needed, please let program staff know and resources will be provided.
♥ Any symptoms of a communicable condition or disease.

Medication

A Student Medication Administration Form is required to be completed by a medical provider and Medication Authorization Forms are to be completed by a parent/guardian for each prescription and non-prescription medication needed during school hours.

Prior to staff administering medication at the center a meeting will take place where the parent/guardian and Health Content Area Specialist will train staff on the proper administration, side effects, and expected outcomes from the prescription.

Exceptions to the medication policy are sunscreens, teething gel, and diaper rash cream. These types of medications only require an Agency Consent Form signed by the parent/guardian. The Center Director will provide the consent form once an intra-agency referral has been completed.

Child Emergency Procedures

According to California State Licensing requirements, every enrolled child must have a current Consent and Emergency Information Sheet on file with at least two contacts. Please ensure that your emergency contacts/authorized representatives have transportation and current phone numbers. This information will be very helpful in case of an accident or emergency situation involving your child.

Continued efforts will be made to reach the parents/guardians first, then emergency contacts. In the event that the accident is of a serious nature, and no emergency contact is available, the staff will call 911.

It is essential for the safety of the child that parents/guardians continually update staff with any changes of phone numbers and contact information.

Oral Health

Infant oral hygiene Infants through 12 months of age have scheduled infant oral hygiene (swabbing of the gums and existing teeth) provided twice a day after feedings and especially prior to nap time.

Tooth brushing: Preschool and toddler classes have scheduled tooth brushing after meals. Fluoride is provided to children three to five-years old, who have a consent signed by the parent/guardian, along with an agency fluoride prescription completed by a medical or dental provider.

Parents/guardians are encouraged to continue good oral health practices in the home for the entire family. See program staff for assistance in obtaining oral hygiene supplies.

Diapering

The program supplies disposable diapers, wipes, and, if necessary, cloth diapers when a child has been identified as having an allergic reaction to disposable diapers.

♥ It is best practice for your child to come to school in a clean, dry diaper.
♥ We request that you complete the Daily Information Sheet to ensure daily communication of your child’s wellness.
♥ It is best practice for staff to send your child home with a clean, dry diaper.
♥ During diapering, we adhere to State licensing and Federal policies and procedures in maintaining good health and safety practices.
♥ In addition, diapers are provided when your child is developing toilet training skills.
Toilet Training

Toilet training is a developmental milestone. It cannot be rushed. As we focus on diapering and toileting in the program, we find that this is a challenging period for children. They are exploring their growing sense of independence with a sensitive balance on how this search for independence is accepted by others. With encouragement and through daily routines, we can help your child be ready to provide you with cues of readiness. We can also help your child feel proud and competent about using the toilet and becoming more independent.

This is how we can work together:

♥ Children still learning to use the toilet should have at least one change of clothing including underwear, pants, and socks.
♥ Diapers are provided, as needed, when your child is developing toilet training skills.
♥ Meet and discuss progress with center staff in regards to different approaches that will help your child learn to use the toilet on his/her own.
♥ Communicate with center staff on a regular basis to share progress both in the home setting and at the center. This will allow us to work together, giving your child consistent reinforcement and support.
♥ Do not be discouraged when accidents occur. Learning to use the toilet on their own takes time.
♥ Sometimes, stress in the home, or in the childcare setting, will increase the chance of children having an accident.
♥ Encouragement in learning to use the toilet successfully is an important part of the daily routine. Although children entering the program may be at varying stages of toilet training, teachers work together with parents/guardians to develop an individualized toileting plan that will maximize the child’s self-help skills. Remember, toilet training will eventually happen!

Personal Belongings

To prevent personal belongings from being lost or broken, please leave all items of value including radios, toys, tapes, CDs, games, jewelry, and money at home. Children are welcome to bring a special item to share with the group on specific share days. Please check with your child’s teacher for more information as to what day is your child’s share day. All children in both the Head Start and Early Head Start center-based options are required to have a change of clothing at the center at all times.

Publicity

Television and radio stations, newspapers, and other media sources occasionally contact centers in order to photograph or interview children, families, and staff about our successful programs or accomplishments. Upon enrollment, prior to any names or photographs being released, parents/guardians are provided with consent forms to complete. Due to confidentiality requirements, foster children will not be photographed.

Pest Control

The Partnership utilizes a pest management program to effectively control pests with a number of techniques. This can include the application of pesticides that present the least possible hazard and effectively minimize risk to the environment. 24 hours prior to application, the Partnership will notify parents/guardians and staff of the name of the pesticide and active ingredients of all pesticide products scheduled for application at the childcare facility. For three days after application this information will remain posted at the site.

Weather Procedure: Schedule Delay

In accordance with the fog delay schedule followed by the majority of school districts regarding inclement weather (fog, snow, etc.), the following procedure will be in effect.
♥ Superintendents of the school districts in Kern County will determine whether the school will be delayed in opening or if classes will be cancelled. We will comply with their decision. Information regarding the Superintendent’s decision can be obtained through news reports on local television and radio stations. The decision is announced approximately every 15 minutes throughout the morning.
♥ Only students riding the bus will be delayed. All other students who are walkers, or who are brought to school by their parents/guardians, may report to school at the regular time, or at the parent/guardian’s discretion.
Weather Procedure: Schedule Delay, continued

If you have any questions, please ask the staff at your center.

The program supports the efforts of the San Joaquin Valley Air Pollution Control District and the Asthma Coalition in improving the air quality in the valley.

The Valley Air Board is actively represented on the Health Advisory Committee to provide us with the latest updates and efforts of the Valley Air Board.

Air Quality posters are posted at each site, and the daily Air Quality Index (AQI) is posted each day in the administrative office and at each center.

CHILD and ADULT CARE FOOD PROGRAM

The Child and Adult Care Food Program (CACFP) features a nutrition program that meets the nutritional needs and feeding requirements of each child, including those with special dietary needs and disabilities (with proper medical documentation). The program serves a variety of foods, considers culture and ethnic preferences, and broadens the child’s food experience. Foods served are high in nutrients, low in fat, sugar, and salt, and conform to the serving sizes and requirements of the United States Department of Agriculture (USDA) and CACFP meal patterns. The CACFP provides meals for children enrolled in the Child Education and Development Services Division. Meals and snacks are prepared at, and delivered from, the Partnership’s Central Kitchen. Outlying centers are served lunches by their local school district.

Infants are fed "on demand" and at appropriate intervals. Preschool/toddler children will receive meals according to their class schedule.

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on basis of race, color, national origin, sex, age, or disability.

To file a complaint of discrimination write: USDA Director of the Office of Civil Rights, Room 326-W Whitten Building, 14th and Independence Avenue SW, Washington, DC 20250-9410, or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

Women, Infants and Children - WIC Program

The CEDS Division will provide you with information on the WIC program. The information will include the importance and benefits of the Special Supplement Nutrition Program for Women, Infants, and Children, and the eligibility guidelines. This information will be provided to you at the time your child is enrolled in the program. For more information about WIC, please contact your program staff or contact the WIC office at (661) 327-3074.
EARTHQUAKES/DISASTERS/EMERGENCIES

In each classroom you will find an Emergency Disaster Plan posted. The plan indicates staff assignments during an emergency evacuation, facility exit locations and temporary re-location sites. Parents should familiarize themselves with this information.

Children and staff members participate in monthly fire and disaster drills. In the event of a school emergency, children will remain at the center until picked up by parents/guardians or other authorized person 16 years old and over.

In our county/area there is always the possibility of a major earthquake. Listed are some “Do’s” and “Don’ts” that may help you in the event of such a disaster.

**Earthquake Do’s**

- **Trust us.** We have an emergency plan and will stay and do everything we can until we can get you reunited with your child.

- **Stay where you are.** You need to keep yourself safe so you can later be reunited with your child. All parents will be required to pick up their child at a designated location, which may be offsite.

- **Keep your phone line open.** If your lines are not down, don’t use the phone except to get medical aid if you need it. We will contact you as soon as possible.

- **Wait until we talk to you to give us authorization to release your child.** We would rather wait an extra hour than risk a more serious tragedy.

**Earthquake Don’ts**

- **Panic.** We know you may have a couple of anxious hours to face before you are sure your child is okay, but to panic usually leads to needless mistakes.

- **Try to get to the center to pick up your child.** You will be in more danger on the street than your child will be here. You would probably be stopped by road blocks and not be able to get here. Please wait until we speak with you before attempting reach the center.

- **Call the center.** Phone lines must be kept open. Your child’s center will contact you as soon as possible when it is safe to pick up your child. Our time must be spent comforting the children, not talking on the phone.

- **Send a stranger to pick up your child.** When the “all clear” is given, it is important to remember we can only release your child to those people identified on the Consent and Emergency Release form.

Home Base Parents: Follow your family’s home disaster plan. See your Home Base Educator for guidance.
IMPORTANT INFORMATION FOR PARENTS

CAREGIVER BACKGROUND CHECK PROCESS
CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

The California Department of Social Services works to protect the safety of children in child care by licensing child care centers and family child care homes. Our highest priority is to be sure that children are in safe and healthy child care settings. California law requires a background check for any adult who owns, lives in, or works in a licensed child care home or center. Each of these adults must submit fingerprints so that a background check can be done to see if they have any history of crime. If we find that a person has been convicted of a crime other than a minor traffic violation, he/she cannot work or live in the licensed child care home or center unless approved by the Department. This approval is called an exemption.

A person convicted of a crime such as murder, rape, torture, kidnapping, crimes of sexual violence or molestation against children cannot, by law, be given an exemption that would allow them to own, live in, or work in a licensed child care home or center. If the crime was a felony or a serious misdemeanor, the person must leave the facility while the request is being reviewed. If the crime is less serious, he/she may be allowed to remain in the licensed child care home or center while the exemption request is being reviewed.

How the Exemption Request is Reviewed
We request information from police departments, the FBI and the courts about the person's record. We consider the type of crime, how many crimes there were, how long ago the crime happened and whether the person has been honest in what they told us.

The person who needs the exemption must provide information about:

- The crime
- What they have done to change their life and obey the law
- Whether they are working, going to school, or receiving training
- Whether they have successfully completed a counseling or rehabilitation program

The person also gives us reference letters from people who aren't related to them who know about their history and their life now.

We look at all these things very carefully in making our decision on exemptions. By law this information cannot be shared with the public.

How to Obtain More Information
As a parent or authorized representative of a child in licensed child care, you have the right to ask the licensed child care home or center whether anyone working or living there has an exemption. If you request this information, and there is a person with an exemption, the child care home or center must tell you the person’s name and how he or she is involved with the home or center and give you the name, address, and telephone number of the local licensing office. You may also get the person’s name by contacting the local licensing office. You may find the address and phone number on our website. The website address is http://ccl.dss.cahwnet.gov/Regional Of_1829.htm.
How Does CAPK Serve our Community?

Child Education and Development

Head Start
Comprehensive child education, development, childcare and preschool services for children six weeks to five years of age. Home Base, an in home childcare option, is also available to qualifying families. Services are also offered for fathers and pregnant mothers.

Health and Nutrition

Central Kitchen
The central kitchen prepares and delivers food to children enrolled in the Head Start/Early Head Start and Home Base programs. During the summer months meals are also provided for the Summer Food Service Program.

Food Bank
Provides emergency food assistance to eligible food insecure Kern County residents. Food Bank programs include the Backpack Buddies, Supplemental Senior Nutrition, and community resource fairs. Community support as well as financial/volunteer hours are essential to the operation of the Food Bank.

HIV Testing/Prevention
HIV Outreach, Prevention and Testing Services available to high risk individuals and substance users in treatment.

Women, Infants & Children (WIC)
Provides nutrition education, breastfeeding support and food vouchers for infants, children and women who are pregnant, postpartum or breast feeding and who are at nutritional risk. Foster parents, grandparents, and single parents can apply on behalf of their children.

Family, Youth and Community

2-1-1 Kern Helpline
2-1-1 links individuals to information and referrals for services in the community. Find help with child care, medical clinics, food, utilities, counseling, disasters and so much more. Available 24 hours a day, 7 days a week.

Asset Development
Free tax preparation and e-filing for individuals and families through Volunteer Income Tax Assistance (VITA). Also, Individual Development Accounts (IDA) offers matched savings accounts that can be used for purchasing a home, capitalizing a small business, or continuing education.

Friendship House
Southeast Bakersfield Community Center offering educational and recreational services to children and low-income families, such as afterschool, sports and summer programs.

Green Energy
Weatherization and utility payment assistance provided to eligible low-income residents in Kern County.

Migrant AP Child Care
State childcare program available throughout California providing children of migrant farm workers with a safe, nurturing, and educational environment.

Shafter Youth Center
Educational and support services provided to children and adults in Shafter, including parenting classes, summer and after school programs with a focus on education, nutrition, recreation, and healthy living.

For more information call
(661) 336-5236
YOUR INVOLVEMENT
Involvement does not mean physical intervention or snooping on your neighbor. It simply means not ignoring the obvious. Fear of involvement has resulted in family tragedies in which neighbors reported they knew what was going on, but declined to get involved.

If a member of the community, who is not required by law to report, does not want to identify himself or herself, the report may be made anonymously.

AFTER YOUR REPORT
Many people are under the misconception that if a family is reported for child abuse the parent will always be arrested and the child will be taken away from the family. Although this may occur in serious abuse cases, the family is usually referred to services such as counseling or parenting classes. In neglect cases, the family may be referred to public assistance agencies. However, the goal of child protective agencies is to try to keep the family unit intact unless the child is in danger. The goal of all of us is to protect our children and help them grow up healthy and happy.

To report suspected child abuse contact your local:
• Police or Sheriff's Department;
• County Welfare Department; or
• County Juvenile Probation Department, if designated by the county.

For more information, contact your Local Child Abuse Council.

Local Child Abuse Council
or call the National Child Abuse Hotline at 1-800-4-A-CHILD

For further information on this program and other crime prevention material, write to:

Crime and Violence Prevention Center
California Attorney General's Office
P.O. Box 944255
Sacramento, CA 94244-2550

This publication can be downloaded from www.saferstate.org

Crime and Violence Prevention Center
California Attorney General's Office
It Shouldn’t Hurt To Be A Kid!

Yet, children continue to be hurt every day. For these children there is no hope unless each one of us realizes that our most important duty is the protection, welfare and growth of our children.

Child abuse can leave a scar that is carried throughout life. In fact, statistics show that the abused child all too often grows up to be an abuser. We know that breaking the cycle of abuse will not only protect our children, but will reduce crime now and in the future. Studies suggest that a large percent of convicted felons were abused as children.

Without individual and community concern and involvement, there are really two “victims” of child abuse: the child, and the community. However, each of us may make a valuable contribution to the protection of children and the prevention of abuse. Our concern and involvement are critical — it may save a life.

WHAT IS CHILD ABUSE?

Child abuse is legally defined as:

- A physical injury which is inflicted by other than accidental means on a child by another person.
- Sexual abuse, including both sexual assault and sexual exploitation.
- Willful harming or endangering of a child.
- Cruel or inhuman corporal punishment or injury.

- Neglect, including both severe and general neglect.
- Abuse (all of the above) in out-of-home care.

INDICATORS OF CHILD ABUSE

Below are some indicators of child abuse which can help you recognize an existing or potential problem of abuse.

Physical Abuse

Physical abuse may be defined as any act which results in a non-accidental physical injury.

Indicators of physical abuse:

- Bruises, burns, abrasions, lacerations, or swelling caused by other than accidental means.
- Belt buckle marks, handprints, bite marks, and pinches.
- Child states injury was caused by abuse.
- Injury unusual for a specific age group.
- A history of previous or recurrent injuries.
- Unexplained injuries; conflicting explanations or reasons for injury.
- Child excessively passive, compliant or fearful.
- Caretaker attempts to hide injuries.

Neglect

Neglect is essentially the negligent treatment or maltreatment of a child by a parent or caretaker under circumstances indicating harm or threatened harm to the child’s health or welfare.

Indicators of neglect:

- Child lacking adequate medical or dental care.
- Child is always sleepy or hungry.
- Child is always dirty or inadequately dressed for weather conditions.
- There is evidence of poor supervision.
- Conditions in home are extremely or persistently unsafe or unsanitary.

Sexual Abuse

Sexual abuse is defined as acts of sexual assault on and the sexual exploitation of minors.

Indicators of sexual abuse:

- Child reports sexual activities to a trusted person.
- Detailed and age-inappropriate understanding of sexual behavior (especially by younger children).
- Child wears torn, stained or bloody underclothing.
- Child is victim of other forms of abuse.

REPORTING

The law requires certain professionals to report suspicion and/or knowledge of child abuse, which includes physical abuse, sexual abuse, neglect and cases of severe emotional abuse that constitute willful cruelty or unjustifiable punishment of a child. But, community members also have an important role in protecting children from abuse and neglect. The life of a child may be saved if community members become involved and report cases of suspected child abuse.
Resources for Children with Disabilities

International Coalition on Abuse and Disability
Abuse and Disability Project
6-102 Education North
University of Alberta
Edmonton, AB T6G 2G5 Canada
(403) 492-1142
www.quasar.ucalgary.ca/ddicad

ARC-Riverside CAN Do! Project
Child Abuse and Neglect Disability Outreach
8138 Mar Vista Court
Riverside, CA 92504
(310) 473-6768
www.disability-abuse.com/cando

For more information on child abuse and other crime prevention material, write:

Crime and Violence Prevention Center
California Attorney General's Office
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It Should Not Hurt To Be A Child
A child with a disability is at greater risk for experiencing all types of abuse. Children may acquire serious and chronic disabilities through abuse and then become even more vulnerable. National research studies have found that abuse and neglect among children with disabilities occurs at between 2-4 times the rate of children without disabilities. Information about abuse of children with disabilities is not familiar to many in the lay and professional community, which may leave these children more vulnerable to abuse. The signs of abuse they display may be ignored or mistakenly attributed to the disability. Children can be abused in their own homes, residential treatment programs, specialized services clinics and by transportation providers.

What is Child Abuse
Child abuse and neglect is legally defined as:

1) a physical injury which is inflicted by other than accidental means on a child by another person,
2) sexual abuse, including both sexual assault and sexual exploitation,
3) willful cruelty or unjustifiable punishment of a child,
4) neglect, including both general and severe neglect,
5) abuse (all of the above) in out-of-home care.

Indicators of Child Abuse
Emotional and behavioral signs of abuse in children with disabilities may or may not differ from children without disabilities due to differences in the way they function. Physical signs are the same, yet some children with disabilities bruise or fracture easily, so care must be taken to understand the disability when assessing abuse. Below are some indicators of child abuse which can help in recognizing an existing or potential problem of abuse.

Physical Abuse
Physical abuse may be defined as any act which results in a non-accidental physical injury.

- Bruises, burns, abrasions, lacerations or swelling caused by other than accidental means.
- Belt buckle marks, hand prints, bite marks and pinches.
- Injury unusual for a specific age group.
- A history of previous or recurrent injuries.
- Unexplained injuries, conflicting explanations or reasons for injury.

Neglect
Neglect is essentially the negligent treatment of a child by parent or care provider under circumstances indicating harm or threatened harm to the child’s health or welfare.

- Child lacking adequate food, clothing, shelter, medical care or supervision.
- Child is always sleepy or hungry.
- Conditions in the home are extremely or persistently unsafe or unsanitary.

Sexual Abuse
Sexual abuse is defined as acts of sexual assault on and the sexual exploitation of minors.

- Child reports sexual activities to a trusted person.
- Detailed and age-inappropriate understanding of sexual behavior (especially by younger children).
- The child has a sexually transmitted disease.

Myths About Children with Disabilities and Child Abuse
Children with disabilities:

- are not at risk for abuse because no one would abuse a child who has a disability;
- are safe from abuse because they are always with familiar and trustworthy people;
- who have mental retardation do not understand what is happening, so abuse does not bother them;
- do not feel physical or emotional pain as do other children.

Reporting
The law requires certain professionals to report suspicion and/or knowledge of child abuse. Parents and other community members also have an important role in protecting children from abuse and neglect. The life of a child may be saved if people become involved and report cases of child maltreatment.
Protect your future...
Protect your children...
BUCKLE UP! If you don’t they won’t.

Keep Safety on Your Mind

4 STEPS FOR KIDS

Step 1-Rear-Facing Seats
- Infant only or rear-facing convertible seat.
- Newborn to at least 1 year of age and at least 20 pounds.
- May stay rear-facing longer to maximum rear-facing weight limit of infant or convertible seat.

Step 2-Forward-Facing Seats (with a harness)
- Convertible or combination seat.
- Children should be at least 1 year of age and 20 pounds.
- Children should remain in 5-point harness until they reach the top weight or height limit allowed.

Step 3-Booster Seats (high-back or backless)
- Children under 8 years of age OR under 4’9” in height.
- High-back booster must be used when the vehicle does not have a head-rest or if vehicle’s seat back is lower than child’s ears.
- Must be used with lap and shoulder belts.
- Never use with lap belt only.
- Recommended to use until child fits seat belt correctly as described below.

Step 4-Seat Belt
- Children 8 years of age OR 4’9” in height are permitted to use a seat belt, however, the seat belt should be checked for proper fit.
- To confirm if a child over 8 years old can safely ride in a seat belt alone, all of the following should occur:
  - Child can sit with back against vehicle seat back.
  - Knees bend naturally over the edge of vehicle seat.
  - Lap belt fits low and snug across top of thighs.
  - Shoulder belt crosses the collar-bone and center of chest.

California law states each child SHALL be properly restrained in a child safety seat, booster seat or other restraint system in the back seat, until the child is 8 years old OR at least 4’9” in height.

Exceptions are:
- There is no rear seat.
- The rear seats are side-facing jump seats.
- The child passenger restraint system (CPRS) cannot be installed properly in the rear seat.
- All rear seats are already occupied by children under the age of 12 years.
- Medical reasons require that the child not ride in the rear seat. The court may require satisfactory proof of the child’s medical condition.

Additionally, the law states that a child may not ride in the front seat of a motor vehicle with an active passenger air bag if the child is under one year of age, weighs less than 20 pounds, or is riding rear-facing in a CPRS.

Refer: www.chp.ca.gov or contact your local California Highway Patrol (CHP) office Child Safety Seat Fitting Station for more information and/or assistance with the installation of your CPRS. The CHP also offers the following:
- Child Safety Seat Check-Up Events.
- Educational Brochures.
- A Spotter Program where the public can report unrestrained children by calling 1-800-TELL-CHP.
- Disposal of Child Safety Seats at CHP offices.
<table>
<thead>
<tr>
<th>Permit Title</th>
<th>Education Requirement</th>
<th>Experience Requirement (Applies to Option 1 Only)</th>
<th>Alternative Qualifications (with option numbers indicated)</th>
<th>Authorization</th>
<th>Five Year Renewal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant</td>
<td>Option 1: 8 units of Early Childhood Education (ECE) or Child Development (CD)</td>
<td>None</td>
<td>Option 2: Accredited HERO program (including ROP)</td>
<td>Authorizes the holder to care for and assist in the development and instruction of children in a child care and development program under the supervision of an Associate Teacher, Teacher, Master Teacher, Site Supervisor or Program Director.</td>
<td>105 hours of professional growth****</td>
</tr>
<tr>
<td>Teacher</td>
<td>Option 1: 12 units ECE/CD including core courses*</td>
<td>50 days of 3+ hours per day within 2 years</td>
<td>Option 2: Child Development Associate (CDA) Credential.</td>
<td>Authorizes the holder to provide service in the care, development, and instruction of children in a child care and development program, and supervise an Assistant and an aide.</td>
<td>Must complete 15 additional units toward a Teacher Permit. Must meet Teacher requirements within 10 years.</td>
</tr>
<tr>
<td></td>
<td>Option 2: 24 units ECE/CD including core courses* plus 16 General Education (GE) units*</td>
<td>175 days of 3+ hours per day within 4 years</td>
<td>Option 2: AA or higher in ECE/CD or related field with 3 units supervised field experience in ECE/CD setting.</td>
<td>Authorizes the holder to provide service in the care, development and instruction of children in a child care and development program, and supervise an Assistant and an aide.</td>
<td>105 hours of professional growth****</td>
</tr>
<tr>
<td>Master Teacher</td>
<td>Option 1: 24 units ECE/CD including core courses* plus 8 specialization units plus 2 adult supervision units</td>
<td>350 days of 3+ hours per day within 4 years</td>
<td>Option 2: BA or higher (does not have to be in ECE/CD) with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting or Option 3: Admin. credential *** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting or Option 4: Teaching credential**** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting</td>
<td>Authorizes the holder to provide service in the care, development and instruction of children in a child care and development program, and supervise a Teacher, Associate Teacher, Assistant and an aide. The permit also authorizes the holder to serve as a coordinator of curriculum and staff development.</td>
<td>105 hours of professional growth****</td>
</tr>
<tr>
<td>Site Supervisor</td>
<td>Option 1: AA (or 60 units) which includes: 24 ECE/CD units with core courses* plus 6 administration units plus 2 adult supervision units</td>
<td>350 days of 3+ hours per day within 4 years including at least 100 days of supervising adults</td>
<td>Option 2: BA or higher (does not have to be in ECE/CD) with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting or Option 3: Admin. credential *** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting or Option 4: Teaching credential**** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting</td>
<td>Authorizes the holder to supervise a child care and development program operating at a single site; provide service in the care, development, and instruction of children in a child care and development program; and serve as a coordinator of curriculum and staff development.</td>
<td>105 hours of professional growth****</td>
</tr>
<tr>
<td>Program Director</td>
<td>Option 1: BA or higher (does not have to be in ECE/CD) including: 24 ECE/CD units with core courses* plus 6 administration units plus 2 adult supervision units</td>
<td>Site Supervisor status and one program year of Site Supervisor experience</td>
<td>Option 2: Admin. credential *** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting or Option 3: Teaching credential**** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting or Option 4: Master's Degree in ECE/CD or Child/Human Development</td>
<td>Authorizes the holder to supervise a child care and development program operating in a single site or multiple sites; provide service in the care, development, and instruction of children in a child care and development program; and serve as a coordinator of curriculum and staff development.</td>
<td>105 hours of professional growth****</td>
</tr>
</tbody>
</table>

NOTE: All unit requirements listed above are semester units. All course work must be completed with a grade of C or better from a regionally accredited college. Spanish translation is available.

*One course in each of four general education categories which are applicable. English Language Arts, Math or Science, Social Sciences, Humanities and/or Fine Arts.

**Core courses include: child development, family and community or child and family relations; and program curriculum. You must have a minimum of six units in each of the core areas.

***Holders of the Administrative Services Credential may serve as a Site Supervisor or Program Director.

****A valid Multiple Subject or Single Subject in Home Economics.

*****Professional growth hours must be completed under the guidance of a Professional Growth Advisor. Call (209) 572-6026 for assistance in locating an advisor.

This matrix was prepared by the Child Development Training Consortium. To obtain a permit application visit our website at www.childdevelopment.org or call (209) 572-6026.