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Dear Head Start Parent:

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

Our agency provides comprehensive Head Start Services to approximately 579 children and their families. A variety of program options are designed to provide the best quality child and family development services possible with the funding allowed.

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

Sincerely,

Maritza Gomez-Zaragoza
Head Start Program Director

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**Program Philosophy**

Migrant 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.

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**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.

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**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 Migrant/Seasonal Head Start
Our program provides FREE preschool services in 7 centers in Madera County. Services are provided to children from 6 weeks to 5 years of age. Centers are open from 8 to 10 hours. The Madera Migrant Head Start Centers hours of operation will vary depending on the needs of families.

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

Sierra Vista MHS: .................................................................559-675-8425
917 Olive Ave. Madera, CA 93638

Los Niños MHS: .................................................................559-662-1788
29171 Desha, Madera, CA 93638

Mis Angelitos MHS: ..........................................................559-673-2564
75 E. Adell Street, Madera, CA 93637

Ponoma MHS: .................................................................559-661-0199
11777 Woodward Way, Madera, CA 93637

Eastin Arcola MHS: ..........................................................559-675-3563
29551 Avenue 8, Madera, CA 93637

Eastside – K-Camp/Summer Program: ..................................559-674-1268
112 South A St., Madera, CA 93638

Valley West – K-Camp/Summer Program: ............................559-673-4959
112 South A St., Madera, CA 93638

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

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

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 CRITERIA

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

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

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

- a) on a farm or ranch, in the employment of any person, in connection with cultivating the soil, or in connection with the production or processing of any agricultural or horticultural commodity, including the raising, shearing, feeding, caring for, training, and management of livestock, bees, poultry, and fur-bearing animals and wildlife;

- b) in the employment of the operator of a farm or ranch, in connection with the operation, management, conservation, improvement, or maintenance of such farm and its tools and equipment including irrigation, or in salvaging timber (forestry) or clearing land of brush and other debris left by a hurricane or similar environment event.

- c) in the employment of the operator of a farm or ranch in handling, planting, drying, packing, packaging, processing, freezing, canning, grading, storing, or delivering to storage or to market or to a carrier for transportation to market, in its unmanufactured, or unprocessed state, any agricultural or horticultural commodity.

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

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

- Income
- Age
- Children with Disabilities
- Homeless children
- 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 grantee. We encourage parents to bring their children daily and maintain regular attendance unless the child is ill.

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

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

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

- An authorized adult must sign their full legal signature and document the time the child is dropped off.
- The authorized adult must provide a contact/emergency number if different from number on emergency card.
- When child is picked up, authorized adult must again sign their full legal signature and document time child is being picked up.

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.

Anyone assigned to 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 and food experiences.

Community Action Partnership of Madera County (CAPMC) participates in the Child and Adult Care Food Program (CACFP), which helps us provide free meals to all children enrolled. The Child Care Food Program, however, does not cover the cost of meals eaten by staff or parents. If you wish to participate in a meal, you will need to follow these requirements: volunteer in the classroom at least two hours before or after the meal (please sign up with your center) and serve yourself one child size portion to ensure enough food is available for seconds for the children.

If your child is on a special diet for either medical reasons or family beliefs, please let your child’s teacher or Advocate know. The food service program will do its best to accommodate your child’s needs.
Meal Service

- Kitchens are fully equipped for producing meals and snacks for multiple sites.
- Full Day Program will receive breakfast, lunch and an afternoon snack.
- The meals offered are nutritious foods that are moderate in sugar, salt, and fat as recommended by the Dietary Guidelines for Americans.
- Food will not be removed from the center.
- The Child and Adult Care Food Program is available to everyone without regard to race, color, national origin, age, sex, handicap, or creed.
- 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.*

The U.S. Department of Agriculture (USDA) prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form [http://www..ascr.usda.gov/complaint_filing_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html) or at any USDA office, or call (866)632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send you completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W. Washington, D.C. 20250-9410, by fax (202) 690-7442 or by email at program.intake@usda.gov.

Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish).

“USDA is an equal opportunity provider and employer”
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 ensures that every child has access to comprehensive health care services. Parents are encouraged to be active partners and advocates 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 Tuberculin Test (TB) 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.

Migrant Head Start makes certain that your child has access to health and dental insurance, connected to a medical provider, and receives a complete age appropriate health assessment. This may include:

- All needed immunizations
- Growth and development assessment(s)
- Dental Assessment/Dental Exam (3yo+)
- Vision and Hearing screening
- Nutrition evaluation
- Test for anemia, lead poisoning, tuberculosis, blood pressure and other screening as needed by each individual child

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

When your child is ill...

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

- A sore throat, accompanied with other symptoms (fever, redness, swollen glands, etc.)
- A cold or bad cough, when symptoms are not due to an allergy or recent illness
- A fever of 100 degrees +
- Nausea and/or vomiting
- Earache
- Stomach ache Diarrhea
- An unidentified rash
- Any infectious disease diagnosed by your family physician
- Lice or Nits
- Your child is overly tired
- Combination of symptoms

*Your child may return after 24 hours and/or after treatment or clearance from a physician. Please be advised that if your child is still showing symptoms after the 24-hour period, you may be asked to keep your child home to ensure the health and safety of your child and other children at the facility.
Medical & Dental Emergencies
At time of registration, emergency contacts, health insurance information, and 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
- Accident report will be completed and discussed with parent

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

Medication Procedures
When a child must take medication at school, the proper medication forms and documentation must be submitted prior to any medication being administered to the child or accepted at the site. The following process must be followed:
- Complete Consent for Administration Form prior to any medication being brought into the centers.
- Parent/guardian and Physicians signature must be present for all medication.
- Medication MUST have: name of medication, dosage/route of medication, administration schedule, and possible reactions

*If a child requires Emergency Medication for such conditions as asthma, allergies, or seizures, all medication forms and documentation must be submitted prior to child’s enrollment. Additional documentation may be requested to confirm diagnosis and need for medication. If the center is informed of a child’s diagnosis requiring emergency medication, all forms and medications must be obtained within 10 calendar days. If medication and documentation is not received, your child will be excluded from the program.

Child Abuse Reporting
Center staff is required by law to report to the appropriate authorities of any suspected child abuse. They must do the report within 36 hours after being aware or suspicion of such abuse. If a child shows signs of physical abuse, neglect, sexual, or emotional abuse, the staff must tell the Center Director and then make the report to Child Welfare Services (CWS) and Community Care Licensing.

Toilet Training
Toilet learning will begin when the parent/guardian and teacher feel the child is developmentally ready. Toilet learning will be child directed and a team effort between the teacher and parent/guardian. Parent /guardian and teacher will discuss the progress the child is making during
toilet training. The program will provide diapering supplies at the center during the time the child is being toilet trained.

Children with Special Health Needs
Head Start makes accommodations for children with special health needs. An Individualized Health Plan or Center Plan is developed between staff, parent and child’s physician. The plan is established prior to the child’s entry date, or as the need arises.

Infant and Child Car Seats
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. As of January 2017, 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 reportable if observed by staff.

Active Supervision
Active supervision and safety of children is every staff member’s responsibility. Supervision is bait to safety and prevention of injury and maintaining quality childcare. No child will be left alone or unsupervised at any time.

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

Doors/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 a 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:

1. Always hold your child’s hand. Never allow a child to cross the street alone.
2. Always stop at the edge of the curb or at parked cars before crossing the street.
3. Always look LEFT, RIGHT, and LEFT again for moving cars.
4. Only cross when it is clear and keep looking LEFT, RIGHT, and LEFT again.
5. Always look for signs that a car is about to move (rear lights, exhaust smoke, sound of motor, wheels turning, etc.) and never walk behind vehicles that are backing up.

Having a green light, the “WALK” signal, or being on a cross walk does not mean that it is safe to cross.

Some drivers do not stop at red lights, or they turn right on red lights. Other drivers do not look out for pedestrians, or their view may be blocked. You must look LEFT, RIGHTS, and LEFT again before stepping off the curb. Cross when the street is clear and continue to look LEFT, RIGHT, and LEFT while crossing the street.

Although a pedestrian may be able to see a driver, a driver may not be able to see the pedestrian. Be sure that the driver sees you and stops before you cross in front of him/her. Try to make eye contact with the driver.
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 Service 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/Migrant 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.
Individuals with Disabilities Education Act (IDEA)

Individualized Family Service Plan (IFSP)

Individualized Family Service Plan (IFSP) is a written plan for providing early intervention services to an eligible child (Up to 3 years) and the child’s family. During the development and implementation of an IFSP, you have the right to:

- Attend the IFSP meetings and participate in developing the IFSP.
- Invite other family members or an advocate or persons not related to attend the IFSP meetings.
- Give consent to services listed on the IFSP. You can withdraw consent after initially accepting or receiving a service.
- Have services provided in the natural environment or an explanation of why that is not possible.
- Exchange information about your child among other agencies.
- Be notified in writing before any service provider proposes or refuses to initiate or change your child's identification, evaluation, assessment, placement, or the provision of appropriate early intervention services to your child or your family. The notice must state the action that is proposed or refused, reasons for the action, and all available procedural safeguards.
  - The notice must be in your native language unless this is unfeasible, but it must be translated so that you understand it.
- Be informed of your right to file a complaint or a request for mediation or due process and receive assistance in filing the written complaint.

Individual Education Plan (IEP)

Children (3 years and older) with a diagnosed disability have an Individual Education Plan or IEP. The Individuals with Disabilities Education Act (IDEA) is a federal law designed to protect the rights of children with disabilities and has safeguards in place that will secure the parents’ rights. Some of these are provided below.

Your child has the right to a free and appropriate public education (FAPE)

- Before conducting an evaluation or providing special education services you must be informed of what’s involved and give written consent.
- You must be given prior written notice to add, change, or deny any IEP services that your child receives.
- Your consent must be given in order to make changes to your child's IEP.
- You have a right to attend meetings about your child's education including IEP meeting.
• You have a right to receive notices that you can understand and a copy of the IEP in your native language.
• If you are dissatisfied and feel that your child’s IDEA rights have been violated you can file a written complaint. This due process is a more formal way to resolve disagreements between you and the school district that provides your child’s IEP service/s and the school that your child receives his/her education.
• You have the right to due process.
• A written copy of due process rights must be provided to you.

MENTAL HEALTH

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

Goals and Objectives of the Mental Health Program

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.

**Discipline Guide**

**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:
  o Time outs (Performance Standards 1304.52(h) (iii-iv))
  o Using food as a punishment or reward (Performance Standards 1304.23(c)(2))
  o Use of corporal punishment (State Licensing Sec. 101223)

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.
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 national resource center that provides resources to teachers and parents. Visit their website at: http://csefel.vanderbilt.edu

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 as the basis for our program’s curriculum. It is an Anti-Bias Multi-Cultural Bilingual Curriculum used to meet the specific needs of the children enrolled in the program. It helps children and families appreciate their own uniqueness, learn to feel comfortable with those different from themselves, and to appreciate the differences as well as the similarities in people and their life styles.

Our Head Start Program uses the Creative Curriculum 5th Edition for Preschool. The curriculum is based on 38 objectives for development and learning, which are fully aligned with the Head Start Child Development and Early Learning Frameworks, Desired Results Developmental Profile 2015 (DRDP), as well as early learning standards for every state.

- Offers daily opportunities to individualize instruction, helping teachers meet the needs of every type of learner.
- Address all the important areas of learning, from social-emotional and math to technology and the arts, and incorporates them throughout every part of every day.
- Offers complete support for working with English and Dual-Language Learners, including detailed guidance that helps build teacher knowledge about best practice.
- Contains guidance for working with all learners, including advanced learners and children with disabilities.

Assessment

Desired Results Developmental Profile (DRDP) 2015

- Is an assessment tool used by our Head Start programs and is utilized by teachers to look at children’s growth and development.
- The DRDP-PS/DRDP-IT informs teachers of a child’s progress.
- The DRDP-PS/DRDP-IT provides information for planning learning activities.

Parent Conferences/Home Visits

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

1. Your child’s progress is reviewed and an individualized plan is developed.
2. Your family goals may be reviewed and any follow-up or referrals are planned.
3. Staff will follow program policies and procedures to ensure any personal information is kept confidential.
**Preschool Schedule**

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

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

**Transition Activities**

In order to provide a smooth transition for children entering into Head Start or starting Kinder, the program develops different activities to make the transition from home to Head Start and from Head Start to Kinder a positive experience.

The following are some of the activities the program will be conducting:

- Children and parents will have transition on the first 2 days of school, depending on the age of the child, allowing the child to know their new environment, activities that will be taking place and get to know the staff. Whenever necessary, parents can extend the transition period to ensure the child is comfortable in their new environment.
- The family will be provided with information on the program’s policies and procedures, parent handbook, transition plan, and information regarding home visits and parent conferences.
- 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.
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 (infant and toddlers sleep on demand) in a quiet environment which includes: lying down on an individual mat/crib, quiet, relaxing music, soft lighting, and staff offering gentle touch/patting according to the child’s wishes.

All toddlers and preschool children will use mats or cots placed on the floor during naptime. Depending on child’s individual need, children have the opportunity to rest quietly on their mat. Children who do not fall asleep will be allowed time for quiet, independent activities instead of nap. Physical restraint to an area or mat/crib will not be used.

Clothing and Items from Home

Your child(ren) need to be dressed in clean, washable, casual clothing, and comfortable shoes (no flip-flops). Fancy clothing and dress shoes are not recommended because they may interfere with active and creative learning activities.

Toys, food, candy, money, blankets, backpacks or items of special value are not permitted in the program. They are easily lost or may break. If your child has something special to share, ask the teacher if he/she can include it in a “show and tell” day.

Otherwise, personal items will be put away until the child is picked up. The agency is not responsible for any personal items that are lost.

Absolutely NO jewelry or open toe shoes, including sandals (no flip-flops), are allowed at the centers due to safety (it is a potential hazard when children play).

Please bring one extra set of clean, labeled clothing and underwear in case of a spill or accident. Soiled clothing will be rinsed if necessary and sent home. It is the responsibility of the parent to return a clean set off clothing the following day.
Pictures

Upon enrolling your child into our program, a picture release permission form was signed that gives CAPMC-Head Start permission to take pictures, digital images, video/digital recordings and use them within our agency. These pictures are used to document various activities that take place in our program and to inform the public, parents/guardians and staff of our methods of instruction, activities, and goals. 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.

Dual Language Learners

Madera Migrant Head Start program identifies strategies and practices that culturally and linguistically support individual children by supporting and respecting the home language, culture, and family composition of each child.

Some of the strategies used in the classroom are:

- Value and respect cultural differences.
- Gathering personal information from each family, including what language or languages are spoken at home and which family members speak them (using the Language Assessment form).
- Set up classroom routines and use consistent language when referring to activities.
- Introduce words of a child’s home language including songs books, recipes, etc.
- Teachers convey the message that differences are valuable and interesting by including props in the house corner that are familiar to child’s experience.
- Foster each child’s language development including Sign Language
- Learn key words from child’s home language and their English equivalent
Supporting Diversity

In Head Start we provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition.

Teaching staff will:

1. Demonstrate through actions, a genuine respect for each child’s family, culture, and lifestyle.
2. Provide an environment that reflects the cultures of all children in the program in an integrated, natural way.
3. Foster children’s primary language, while supporting the continued development of English.
4. Avoid activities and materials that stereotype or limit children according to their gender, age, disability, race, ethnicity, or family composition.
5. Model respect and help children demonstrate appreciation of others.
6. Invite parents and community volunteers to share materials, food experience, books, games, etc. related to their life, language, experiences and cultural heritage.
7. Provide training and resources to staff and parents on a non-sexist approach to early childhood education, as well as provide models for children of non-sexist attitudes such as:
   a. Encourages girls and boys to use and explore all areas of the classroom.
   b. Use everyday language that is free of sexist implications (utilizing terms e.g., Postal Worker instead of Postman).
8. Show acceptance of each child.
9. Family names are used and pronounced as their parents pronounce them.
School Readiness Plan Goals and Objectives

**DOMAIN: APPROACHES TO LEARNING**
School Readiness Goal: Children will demonstrate improved positive approaches toward learning, including improved attention skills.

**DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT**
School Readiness Goal: Children will demonstrate improved social behavior, emotion regulation, and emotional well-being.

**DOMAIN: LANGUAGE AND LITERACY**
School Readiness Goal: Children will demonstrate improved communication, language, and emergent literacy skills.

**DOMAIN: COGNITION**
School Readiness Goal: Children will demonstrate improved general cognitive skills.

**DOMAIN: PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT**
School Readiness Goal: Children will demonstrate improved perceptual, motor and physical development.

**PARENT FAMILY AND COMMUNITY ENGAGEMENT**
Family Engagement Goal: Families will demonstrate improved positive parent-child relationships.
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.
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.
GUIDELINES FOR VOLUNTEERS

The Adult Role in the Classroom

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

Center Policies and Procedures

- Health and safety is a primary concern at our centers. For this reason, all children enrolled, parents and adults working at our centers must meet the State of California immunization requirements. Adults and parents are required to provide proof of T.B. –Tuberculosis exam, vaccinations for TDaP and MMR, as well as a flu vaccination or documented flu refusal.
- Wash your hands before and after diapering or assisting children with toilet.
- Encourage children to blow their own nose and to wash their hand afterwards.
- Periodically, the center holds fire, earthquake and evacuation drills. You are to assist when there is a drill; follow the teacher’s directions in assisting the children out of the building calmly.
- When a child has an accident, you are to care for the child; but notify the teacher immediately. The teachers will complete an incident form. The classroom teacher/teacher aide must be certified in first aid.
- All information concerning children is confidential and is not to be discussed outside the center. This protects all children and parents right to privacy.

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

**NOTE:** A community volunteer may have to be fingerprinted depending on the activity he/she is performing and the length of time he/she may be at the center.
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, find or get a better job, and tap into support groups where parents and family members encourage each other.

Advocacy

Head Start recognizes that parents and families are the strongest supporters of their children and encourages involvement as their children’s advocates. Some of the ways you can support your children include:

- attending Head Start parent meetings;
- attending training to learn the rights and responsibilities concerning children’s education in school;
- getting involved in decisions about your children’s education by learning to communicate with teachers and other school staff;
- serving on a Head Start committee, such as the Policy Council or Health Services Advisory Council;
- Help in the classroom by participating in activities/projects, giving ideas for the curriculum and helping on the playground.
• Assist with supervision
• At home you may assist by preparing activities, working with your child to home activities and reading to your child
• learning how to become involved in developing an Individualized Education Plan if your child has special needs; and
• learning how to tell your personal story effectively in front of public officials, school officials, and others who can influence how education and other programs for children operate.

Becoming an effective advocate for your children requires becoming involved in their education and their lives. And being involved in your children’s lives is what it takes to be a great and successful parent!

**What Can I Expect as a Head Start Parent?**

- To be welcomed in the classroom
- To participate without fear of endangering the child’s right to be in the program
- To be informed regularly about the child’s progress
- To always be treated with respect and dignity
- Guidance to help child achieve full potential
- To be informed of community resources
- Feel free to discuss concerns with the teacher or center director
- To have my child supervised at all time

**Center Parent Committee Meetings**

A Parent Advisory Committee is established at each center to provide every parent of an enrolled child 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. All parents of enrolled children are automatically members of the Parent Advisory Committee at their child’s center. Parents work with staff to plan, coordinate, organize activities, volunteer in the classrooms and other areas of the center, participate in recruiting, and share their areas of expertise with other parents and staff. In addition, different agencies are invited to the parent meetings to share information with parents and provide different resources in the community. Each center Parent Advisory Committee should meet at least once a month. We value your input in all aspects of the program that is why we highly encourage you to attend monthly parent meetings.
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. This match can be made by cash contributions or “In-Kind” contributions. According to Federal Regulation 45 CFR, the cost sharing or matching (In-Kind) must meet the following guidelines:

- It is verifiable and justifiable through documents;
- It is necessary, reasonable, appropriate and efficient in meeting program goals and activities;
- It is not included as a contribution to another project or federal program;
- It is an allowable cost under the Head Start Regulations;
- It is not paid for under another federal award;
- It is an allowable cost in the approved Head Start budget; and
- It is reasonable and necessary for the Head Start Program.

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 our families.

Collected data is entered into our data based system 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.

Family Assessment/Referrals
The program will work with parents to identify any family needs by utilizing the Family Assessment and surveys to provide information and/or resources to community services.

Staff will provide each family with 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.

If you need information or have a need for your family, please contact the center’s Advocate to obtain immediate help.
Family Partnership Agreement Process

Head Start offers parents opportunities and support for growth, so that they can identify their own strengths, needs and interests, and find out their own solutions. 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.

Madera Migrant/Seasonal Head Start Policy Committee

The Policy Committee is a group of Head Start parents and community members. Representatives and Alternates are elected from each center during the parent committee meeting at the beginning of the program year to represent their center. Policy Committee members take part in the shared decision making process in our Head Start Program. The Policy Committee meets monthly to provide formal channels for parent involvement in the shared decision making of the program. The Policy Committee is an excellent opportunity for parents to develop leadership skills and provide meaningful contribution to our Head Start Program. The Policy Committee works in partnership with the Board of Directors and management staff to develop, approve or disapprove:

- Funding applications
- Program’s mission and philosophy
- Criteria for defining recruitment, selection & enrollment priorities
- Annual self-assessment
- Services Areas and program options

Central California Migrant Head Start (CCMHS) Policy Council

From the Policy Committee three (3) representatives and three (3) alternates are elected to participate on the Central California Migrant Head Start (CCMHS) Policy Council. The CCMHS Policy Council group is comprised of members from all the CCMHS program delegates. The Policy Council has the same functions as the Policy Committee. However, the decisions and/or actions assist the grantee in developing budgets, program options, defining the recruitment, selection & enrollment priorities for all the delegates. Representatives take information to and from the Parent Committee, Policy Committee, and Policy Council in order to maintain open and on-going communication between the center, administration and the grantee.

CAPMC-Parent Committee & CCMHS Policy Council Meetings are held monthly. Parents will be reimbursed for mileage and childcare expenses in accordance with approved policy.
HEAD START POLICIES

No siblings allowed 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.

Holiday/Celebrations Policy
• The role of the Migrant 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.
Staff/Consultant/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:
- Physical violence
- Shouting
- Cursing
- Talking in a negative or degrading manner
- Scolding, threatening or hitting children
Use of cell phones in the classroom and while interacting with children and staff

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.
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 Migrant/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 Center Director/Site Supervisor/Teacher. Complete the form and include: a description of the problem, dates of occurrence, name of person/people involved, and possible solution. The completed form must be returned to the Center Director/Site Supervisor/Teacher within 5 working days of meeting with the individual with whom you have a concern. Request a meeting with the Center Director/Site Supervisor/Teacher to resolve the issue. IF no resolution has resulted, then proceed to step three.

STEP 3: Request an appointment with the Head Start Program Director within 5 working days of your meeting with the Center Director/Site Supervisor/Teacher. If the Head Start Program Director determines that the complaint is related to the Nutrition Program, the appropriate form will be given and assistance provided. The Head Start Program Director shall issue a written response to you within 5 days after the meeting. If no resolution has been reached, proceed to step four.

STEP 4: Request a meeting with Community Action Partnership of Madera County Executive Director within 5 working days of receiving Head Start Program Director’s decision. The Executive Director shall issue a written response to you within 5 working days after the meeting. If no resolution has been reached, proceed to step five.

STEP 5: Request the issue to be presented to the Head Start Policy Council/Committee Executive Committee within 5 working days of receiving the Executive Director’s decision. The Executive Committee shall issue a written response to you within 5 working days after the hearing. If no resolution has been reached, proceed to step six.

STEP 6: You may request that the issue be brought to the attention of the full Policy 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 Stanislaus County Office of Education al 1100 “H” Street, Modesto, CA 95354.
COMMUNITY ACTION PARTNERSHIP OF MADERA COUNTY
PARENT/COMMUNITY COMPLAINT FORM

Date:__________________

Personnel about which complaint is issued:

<table>
<thead>
<tr>
<th>Name:____________________________</th>
<th>Site Location:________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Incident: _________________</td>
<td>Approximate Time of Incident:__________</td>
</tr>
<tr>
<td>Location of Incident: _____________</td>
<td></td>
</tr>
</tbody>
</table>

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:_______________________