



**Community Action Partnership of Madera County, Inc.
Regular Madera/ Regional and Early Head Start
Policy Council Meeting**

**Thursday,
October 3, 2024
5:30 p.m.**

**Head Start Conference Room
675 S. Pine St. Suite#101
Madera, CA 93637**

AGENDA

Supporting documents relating to the items on this agenda that are not listed as "Closed Session" are available for inspection during normal business hours at Community Action Partnership of Madera County, 1225 Gill Avenue, Madera, CA 93637. Supporting documents relating to the items on this agenda that are not listed as "Closed Session" may be submitted after the posting of the agenda and are available at Community Action Partnership of Madera County during normal business hours. Please visit Community Action Partnership of Madera County for updates.

CALL TO ORDER POLICY COUNCIL MEMBERS

ROLL CALL – Maribel Aguirre

A. PUBLIC COMMENT

The first ten minutes of the meeting are reserved for members of the public to address the Policy Council on items of interest to the public that are within the subject matter jurisdiction of our Agency. Speakers shall be limited to three minutes. Attention is called to the fact that the Council is prohibited by law from taking any action on matters discussed that are not on the agenda, and no adverse conclusions should be drawn if the Council does not respond to the public comment at this time.

B. TRAINING – Conscious Discipline & Teaching Pyramid Model Program Wide Expectations

1225 Gill Avenue • Madera, CA 93637 • www.maderacap.org

Administration / Community Services (559) 673-9173 • Fax (559) 673-3223

Child Care Alternative Payment and Resource & Referral Program (559) 661-0779 • Fax (559) 661-0764

Head Start Child Development Services (559) 673-0012 • Fax (559) 661-8459

Fresno Migrant Head Start • 4610 W. Jacquelyn Ave • Fresno, CA 93722 • (559) 277-8641 • Fax (559) 277-2640

Victim Services Center • 812 W. Yosemite Avenue, Suite 101 • Madera, CA 93637 • (559) 661-1000 / (800) 355-8989 • Fax (559) 661-8389

C. ADOPTION OF THE AGENDA

C-1 ADDITIONS TO THE AGENDA: Items identified after posting of the Agenda for which there is a need to take immediate action and cannot reasonably wait for the next regularly scheduled Policy Council meeting. Two-thirds vote, or unanimous vote if quorum is less than full board, required for consideration. (Government Code 54954.2(g) (2) Any items added to the agenda will be heard following all Discussion/Action Items (Section F)

C-2 ADOPTION OF AGENDA: Adoption of agenda as presented or with approved Additions

D. ADJOURN TO CLOSED SESSION - NONE

E. APPROVAL OF MINUTES

E-1 Minutes for Madera/Mariposa Regional and Early Head Start Policy Council Meeting – September 5, 2024.

F. DISCUSSION ITEMS/ACTION ITEMS

F-1 Review and consider approving the Impasse Procedure between the Community Action Partnership of Madera County Board of Directors and the Madera/Mariposa Regional & Early Head Start Policy Council

Action Ivory

F-2 Review and consider approving the Suspension and Expulsion Procedure for the Madera/Mariposa Regional and Early Head Start Program.

Action Blue

F-3 Review and consider approving the California State Preschool 2024-2025 Program Philosophy, Goals and Parent Handbook.

Action White

F-4 Review and consider approving the Madera/Mariposa Regional and Early Head Start No Fee Policy per Head Start Performance Standards.

Action Pink

Agency 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.

Agency Vision: CAPMC will be recognized as a premier social service 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.

G. ADMINISTRATIVE REPORTS

G-1 Staffing Changes (August 2024)

G-2 Bank of America Business Card Monthly Credit Card Statement and all other Credit Card Expenses (August & September 2024)

G-3 Budget Status Reports (August 2024)

G-4 In-Kind Report (August 2024)

G-5 Program Enrollment & Attendance Report (August 2024)

G-6 CACFP Monthly Report (August 2024)

White

Pink
Green
Yellow
Grey
Ivory

H. POLICY COUNCIL MEMBER REPORTS

H-1 Center Report- Verbal

H-2 Board of Directors Report- Verbal

H-3 Active Supervision- Verbal

I. CORRESPONDENCE

I-1 Information Memorandum notice from the Office of Head Start regarding, Fiscal Year 2025 Monitoring Process for Head Start and Early Head Start; Issuance Date: 06/27/2024

I-2 Program Instruction notice from the Office of Head Start regarding, Final Rule on Supporting the Head Start Workforce and Consistent Quality Programming; Issuance Date: 08/21/2024

J. FUTURE AGENDA ITEMS

J-1 First reading of the 2024-2025 Bylaws

J-2 2023-2024 Program Information Report (PIR)

J-3 Self-Assessment Process

J-4 CLASS Training

K. ADJOURNMENT



**Community Action Partnership of Madera County, Inc.
Junta Regular del Consejo de Políticas de Head Start Regional y Early
de Madera/Mariposa**

**Jueves,
3 de octubre de 2024
5:30 p.m.**

**Sala de Conferencia de Head Start
675 S. Pine St. Suite #101
Madera, CA 93637**

ORDEN DEL DIA

Los documentos relacionados a los artículos en este orden del día que no están anotados como "Sesión cerrada" están disponibles para inspección durante horas de oficina normales en Community Action Partnership del Condado de Madera, 1225 Gill Avenue, Madera, CA 93637. Los documentos relacionados a los artículos en este orden del día que no están anotados como "Sesión cerrada" puede ser sometido después del anuncio del orden del día y están disponibles en Community Action Partnership del Condado de Madera durante horas de oficina normales. Por favor de visitar a Community Action Partnership del Condado de Madera para actualización.

LLAMAR A ORDEN LOS MIEMBROS DEL CONSEJO DE POLITICAS

PASAR LISTA – Maribel Aguirre

A. COMENTARIO PUBLICO

Los primeros diez minutos de la reunión están reservados para los miembros del público para dirigirse al Consejo de Políticas sobre temas de interés para el público que este dentro de la autoridad de la agencia. Los oradores serán limitados a tres minutos. Se llama la atención que el Consejo esta prohibido por la ley de tomar medidas sobre cuestiones que no se examinan en el orden del día, y ninguna conclusión adversa debe ser concluida si el Consejo no responde a los comentarios del público en este momento.

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- G. REPORTES ADMINISTRATIVOS**
- G-1 Cambio de Personal (agosto 2024) **Blanco**
 - G-2 Estado de Cuenta de la Tarjeta de Crédito de Banco de América de la Agencia y otras tarjetas de crédito (agosto 2024) **Rosa Verde**
 - G-3 Reporte del Presupuesto (agosto 2024) **Amarillo**
 - G-4 Reporte de In-Kind (agosto 2024)
 - G-5 Reporte de inscripción en el programa y informe de la asistencia (agosto 2024) - **Distribuir durante la junta** **Gris**
 - G-6 Reporte Mensual de CACFP (agosto 2024) **Marfil**
- H. REPORTES DE MIEMBROS DEL CONSEJO DE POLITICAS**
- H-1 Reporte de los Centros- Verbal
 - H-2 Reporte de la Mesa Directiva- Verbal
 - H-3 Reporte de Supervisión Activa- Verbal
- I. CORRESPONDENCIA**
- I-1 Notificación de Memorando Informativo de la Oficina Head Start sobre Proceso de supervisión del año fiscal 2025 para los destinatarios de Head Start y Early Head Start; fecha de emisión: 06/27/2024
 - I-2 Notificación de Instrucción del Programa de la Oficina Head Start sobre Proceso de seguimiento del año fiscal 2025 para beneficiarios de Head Start y Early Head Start; Fecha de emisión: 08/21/2024
- J. FUTUROS TEMAS DE LA AGENDA**
- J-1 Primera lectura de los estatutos 2024-2025
 - J-2 (PIR) Reporte Informativo del Programa 2023-2024
 - J-3 Procedimiento de Auto-Evaluación 2024-2025
- K. CLAUSURAMIENTO**

Agency 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.

Agency Vision: CAPMC will be recognized as a premier social service 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.



Head Start Families:

The Teaching Pyramid Model is a framework that helps support children's social and emotional development. It emphasizes positive relationships, proactive strategies, and individualized approaches to help children thrive socially and emotionally. It's a valuable framework for educators and parents alike.

Below is a QR code that provides additional information about the Teaching Pyramid Model.

Thank you for your time and Be Well.

Madera Head Start Program



Hi,

The Head Start program that I'm enrolled in is committed to helping me and my classroom friends learn social-emotional skills that will help us to be successful in preschool and, most importantly, when going to Kindergarten. Developing social-skills will help me make and maintain friendships, help regulate my behaviors, and teach me coping skills for strong emotions that I may feel. My teachers will be doing this through teaching, modeling, practicing, and then praising us children when exhibiting these pro-social behaviors. In my classroom we'll be focusing on our Overall Program Expectations which are:

Be Caring – caring for the classroom and others, caring for myself by learning to speak up for myself, practicing calming strategies such as deep breathing, or asking for help when needed

Be Fair – sharing, taking turns, or waiting until it's my turn

Be Respectful – using kind words, waiting for others to finish talking before responding, using materials and toys appropriately, keeping my hands to myself, and how to express my emotions appropriately

Be Responsible – being safe in the classroom, picking up my toys and materials when finished, and following classroom routines

My teachers will be so happy if I share how my family exhibits these traits at home or in the community. I'm excited that I can bring pictures of how my family are caring, fair, respectful, or responsible. I'll be able to share them with the other children and with the teachers. They have told me that this is so important that they will display them on our classroom parent board for all to see. The teachers also invite you to come during Large Group time to be a visiting expert and share how our family is caring, fair, respectful, or responsible.

My Head Start teachers are so excited to be partnering with you and other parents to help us preschoolers learn important skills that will bring lasting benefits beyond preschool.

With Lots of Love,

Your Child



COMMUNITY ACTION PARTNERSHIP OF MADERA COUNTY
Madera/Mariposa Regional & Early Head Start Policy Council Meeting
Thursday, September 5, 2024
MINUTES

The Madera/Mariposa Regional & Early Head Start Policy Council meeting was called to order by Otilia Vasquez at 5:43 p.m.

Committee Members Present

Rose Marie Morales
Ana Rodriguez
Jasmin Lucas
Otilia Vasquez
Arianna Ruiz

Committee Members Absent

Griselda Solorio
Irene Gomez
Martha Garcia
Monica Juarez

Personnel Present

Maritza Gomez-Zaragoza, Program Director
Jissel Rodriguez, Executive Administrative Assistant
Maribel Aguirre, Parent and Governance Specialist

ROLL CALL

A. PUBLIC COMMENT

Ms. Aguirre thanked the old committee and welcomed the new committee.

B. TRAINING – None

C. ADOPTION OF THE AGENDA

C-2 Otilia Vasquez asked for the motion to approve the agenda as presented. Motion made by Jasmin Lucas, seconded by Rose Marie Morales to approve the agenda as presented. Motion carried unanimously.

D. ADJOURN TO CLOSED SESSION – None

E. APPROVAL OF MINUTES

E-1 Minutes Madera/Mariposa Regular Regional Head Start Policy Council Meeting – August 1, 2024. Motion made by Arianna Ruiz, seconded motion by Jasmin Lucas. Motion carried unanimously.

F. DISCUSSION / ACTION ITEMS

F-1 Nominate and Elect Interested Policy Council members to serve on as officers as per By-Laws, Article 10, Section 1 and Article 11, Section 1

Position	Representative
Chair Person	Otilia Vasquez
Vice Chair Person	Arianna Ruiz
Secretary	Jasmin Lucas

Otilia Vasquez nominated herself for the Chair Person position, uncontested. Arianna Ruiz nominated herself for the Vice Chair Person uncontested. Jasmin Lucas nominated herself for Secretary, uncontested. Rose Marie Morales made

the motion to approve the nominations, Jasmine Lucas seconded. Motion carried unanimously. Motion carried unanimously.

F-2 Nominate and Elect one member of the Policy Council to serve on the Executive Committee - Ana Rodriguez nominated herself for the Executive Committee.

Otilia Vasquez requested the motion to approve the member of the Policy Council to serve on the Executive Committee. Jasmin Lucas made the first motion, seconded by Arianna Ruiz.

F-3 Appoint Madera Regional and Early Head Start Policy Council Member to the Community Action Partnership of Madera County Board of Directors – Otilia Vasquez nominate herself for the position.

Otilia Vasquez requested the motion to approve the member of the Policy Council to serve on the Community Action Partnership of Madera County Board of Directors. Jasmin Lucas made the first motion, seconded by Ana Rodriguez.

F-4 Review and consider approving the 2024-2025 Madera/Mariposa Regional and Early Head Start Planning Process Policy/Procedure and Calendar – Ms. Gomez-Zaragoza went over what information the planning calendar. She mentioned there will be months when we will not have meetings. A letter will be mailed out.

Otilia Vasquez requested the motion to approve the 2024-2025 Madera/Mariposa Regional and Early Head Start Planning Process Policy/Procedure and Calendar. Ana Rodriguez made the first motion, seconded by Rose Marie Morales.

F-5 Review and consider approving the 2024-2025 Reimbursement Policy for the Policy Council Members representing Madera/Mariposa Regional and Early Head Start program – Ms. Gomez-Zaragoza went over the reimbursement. The reimbursement includes mileage and childcare.

Otilia Vasquez requested the motion to approve the 2024-2025 Reimbursement Policy for the Policy Council Members representing Madera/Mariposa Regional and Early Head Start program. Arianna Ruiz made the first motion, seconded by Rose Marie Morales.

G. ADMINISTRATIVE REPORTS

G-1 Staffing Changes (May-July 2024) – Ms. Aguirre went over the staffing changes.

G-2 Bank of America Business Card Monthly Credit Card Statement and all other Credit Card Expenses (June & July 2024) – Ms. Aguirre reviewed the credit card expenses. No questions were asked.

G-3 Budget Status Reports (July 2024) – Ms. Aguirre reviewed the current budget.

G-4 In-Kind Report (July 2024) – Ms. Aguirre reviewed the in-kind percentages for the Regional and Early programs.

G-5 Program Enrollment & Attendance Report (July 2024) – Ms. Aguirre went over the enrollment and attendance report for the Early program.

G-6 CACFP Monthly Report (July 2024) – Ms. Aguirre reviewed CACFP and noted that the reimbursement for July.

H. POLICY COMMITTEE MEMBER REPORTS

H-1- Center Report – None.

H-2- BOD report – All items presented today will be presented at the next board meeting.

H-3 Active Supervision – Ms. Gomez-Zaragoza we ask that when entering the center to ensure the gates are closed.

I. CORRESPONDENCE

I-1 Information Memorandum notice from the Office of Head Start regarding, *Strategies and Recommendations for Supporting Mental Health*;
Issuance Date: 05/09/2024

I-2 Program Instruction notice from the Office of Head Start regarding, *New Eligibility Provisions for Migrant and Seasonal Head Start programs*;
Issuance Date: 05/13/2024

I-3 Program Instruction notice from the Office of Head Start regarding, *New Eligibility Provisions for American Indian and Alaska Native programs*;
Issuance Date: 05/13/2024

J. FUTURE AGENDA ITEMS

J-1 First reading of the 2024-2025 Bylaws

J-2 Internal Dispute Resolution

J-3 Behavior Policy/Suspension and Expulsion Policy

J-4 HS/CSPP Parent Handbook

J-5 Election of the Community Member

J-6 No Fee Policy

J-7 Training – Conscious Discipline & Teaching Pyramid Model

K. ADJOURNMENT

Otilia Vasquez asked for a motion to adjourn the meeting at 6:29 p.m. Motion made by Arianna Ruiz, seconded by Jasmin Lucas. Motion carried unanimously.

COMMUNITY ACTION PARTNERSHIP OF MADERA COUNTY
 Reunión del Comité de Política Regional de Head Start Madera/Mariposa
 Jueves, 5 de septiembre del 2024

ACTAS

La reunión del Comité de Política de Madera/Mariposa Regional y Early Head Start fue llamada al orden por Otilia Vasquez a las 5:43 pm.

Miembros del Comité presentes

Rose Marie Morales
 Ana Rodriguez
 Jasmin Lucas
 Otilia Vasquez
 Arianna Ruiz

Miembros del Comité ausentes

Griselda Solorio
 Irene Gomez
 Martha Garcia
 Monica Juarez

PERSONAL PRESENTE

Maritza Gomez-Zaragoza, Directora del Programa
 Jissel Rodriguez, Asistente Administrativa Ejecutiva
 Maribel Aguirre, Especialista en padres y gobernanza

OTROS

A. COMENTARIO PUBLICO

La Sra. Aguirre agradeció al antiguo comité y dio la bienvenida al nuevo.

B. CAPACITACION –

Ninguno

C. ADOPCION DE LA AGENDA

C-2 Otilia Vasquez solicitó la moción para aprobar la agenda tal como se presentó. Moción hecha por Jasmina Lucas, apoyada por Rose Marie Morales para aprobar la agenda tal como se presentó. La moción fue aprobada por unanimidad.

D. SE LEVANTO LA SESION CERRADA -

Ninguno

E. APROBACIÓN DE LAS ACTAS

E-1 Actas de la reunión regular del consejo de políticas de Head Start regional de Madera/Mariposa – 1 de August de 2024. Moción presentada por Jasmin Lucas, moción secundada por Rose Marie Morales. La moción fue aprobada por unanimidad.

F. TEMAS DE ACCION/TEMAS DE DISCUSION

F-1 Nominar y Elegir miembros del Comité de Poliza interesados para ervir como oficiales; de acuerdo con los Estatutos, Artículo 10, Sección 1 y Artículo 11, Sección 1. –

Position	Representative
Presidenta	Otilia Vasquez
Vicepresidente	Arianna Ruiz
Secretaria/o Sargento de Armas	Jasmin Lucas

Otilia Vasquez se nominó a sí misma para el puesto de Presidenta, sin oposición. Arianna Ruiz se nominó a sí misma para el puesto de Vicepresidenta, sin oposición. Jasmin Lucas se nominó a sí misma para el puesto de Secretaria, sin oposición. Rose Marie Morales hizo la moción para aprobar las nominaciones, Jasmine Lucas la secundó. La moción se aprobó por unanimidad. La moción se aprobó por unanimidad.

F-2 Nominar y elegir a un miembro del Consejo de Políticas para que preste servicio en el Comité Ejecutivo - Ana Rodríguez se nominó a sí misma para el Comité Ejecutivo.

Otilia Vásquez solicitó la moción para aprobar al miembro del Consejo de Políticas para que preste servicio en el Comité Ejecutivo. Jasmin Lucas hizo la primera moción, secundada por Arianna Ruiz.

F-3 Designación de un miembro del Consejo de Políticas Regional y Early Head Start de Madera para la Junta Directiva de la Asociación de Acción Comunitaria del Condado de Madera – Otilia Vasquez se nominó a sí misma para el puesto. Otilia Vasquez solicitó la moción para aprobar que el miembro del Consejo de Políticas se desempeñe en la Junta Directiva de la Asociación de Acción Comunitaria del Condado de Madera. Jasmin Lucas hizo la primera moción, secundada por Ana Rodríguez.

F-4 Revisar y considerar la aprobación de la Política/Procedimiento y Calendario del Proceso de Planificación Regional y Early Head Start de Madera/Mariposa 2024-2025 – La Sra. Gómez-Zaragoza repasó qué información contiene el calendario de planificación. Mencionó que habrá meses en los que no tendremos reuniones. Se enviará una carta por correo.

Otilia Vásquez solicitó la moción para aprobar la Política/Procedimiento y Calendario del Proceso de Planificación Regional y Early Head Start de Madera/Mariposa 2024-2025. Ana Rodríguez hizo la primera moción, secundada por Rose Marie Morales.

F-5 Revisar y considerar la aprobación de la Política de reembolso 2024-2025 para los miembros del Consejo de políticas que representan a Madera/Mariposa Regional y al programa Early Head Start – La Sra. Gómez-Zaragoza repasó el reembolso. El reembolso incluye el kilometraje y el cuidado de los niños. Otilia Vásquez solicitó la moción para aprobar la Política de reembolso 2024-2025 para los miembros del Consejo de políticas que representan a Madera/Mariposa Regional y al programa Early Head Start. Arianna Ruiz hizo la primera moción, secundada por Rose Marie Morales.

G. REPORTES ADMINISTRATIVOS

G-1 Cambios del Personal (mayo y julio 2024) – La Sra. Aguirre repasó los cambios de personal.

G-2 Estado de Cuenta de la Tarjeta de Crédito de Banco de América – de la Agencia y otras tarjetas de crédito: (junio y julio 2024) – La Sra. Aguirre repasó los cargos de los meses. No hubo preguntas sobre los cargos.

G-3 Reporte del Presupuesto - (julio 2024) – La Sra. Aguirre revisó que el presupuesto actual.

G-4 Reporte de In-Kínd (julio 2024) – La Sra. Aguirre revisó los porcentajes en especie para los programas Regional y Temprano.

G-5 Reporte de inscripción en el programa e informe de la asistencia (julio 2024)
– La Sra. Aguirre repasó el informe de inscripción y asistencia.

G-6 Reporte Mensual de CACFP (julio 2024) – La Sra. Aguirre revisó el CACFP y señaló que el reembolso de mayo y julio.

H. REPORTES DE LOS MIEMBROS DEL COMITÉ DE POLIZA

H-1 Informe del Centro – Ninguno.

H-2 Reportes de la Mesa Directiva – Todos los artículos presentados hoy serán presentados en la próxima reunión de la junta.

H-3 Supervisión activa – Sra. Gómez-Zaragoza le rogamos que al entrar al centro se asegure de que las puertas estén cerradas.

I. CORRESPONDENCIA

I-1 Notificación de Memorando Informativo de la Oficina Head Start sobre Estrategias y recomendaciones para apoyar la salud mental;
Fecha de emisión: 05/09/2024

I-2 Notificación de Instrucción del Programa de la Oficina Head Start sobre *Nuevas disposiciones de elegibilidad para los programas Head Start para migrantes y trabajadores de temporada*; Fecha de emisión: 05/13/2024

I-3 Notificación de Instrucción del Programa de la Oficina Head Start sobre *Nuevas disposiciones de elegibilidad para los programas para indios americanos y nativos de Alaska*; Fecha de emisión: 05/13/2024

J. ARTÍCULOS DE LA AGENDA FUTURA

J-1 Primera lectura de los estatutos 2024-2025

J-2 Resolución de disputas internas

J-3 Póliza de suspensión y expulsión

J-4 Manual para padres de HS/CSPP - Programa del Estado en colaboración con Head Start

J-5 Elección de miembro de la comunidad

J-6 Póliza de servicios sin cargos

J-7 Capacitación: modelo de pirámide de enseñanza y disciplina consciente

K. CLAUSURAMIENTO

Otilia Vasquez solicitó una moción para levantar la sesión a las 6:29 p.m. Moción hecha por Arianna Ruiz, secundada por Jasmin Lucas. La moción fue aprobada por unanimidad.



Report to the Policy Council

Agenda Item Number: F-1

Policy Council Meeting for: October 3, 2024

Author: Maritza Gomez-Zaragoza

DATE: September 26, 2024

TO: Madera/Mariposa Regional and Early Head Start Policy Council

FROM: Maritza Gomez-Zaragoza, Head Start Director

SUBJECT: Internal Dispute Resolution

I. RECOMMENDATIONS

Review and consider approving the Impasse Procedure between the Community Action Partnership of Madera County Board of Directors and the Madera/Mariposa Regional & Early Head Start Policy Council.

II. SUMMARY

Head Start Performance Standard 1301.6 requires that each grantee and delegate agency and Policy Council or Committee jointly establish written procedures for resolving internal disputes, including impasse procedures, between the governing body and policy group.

III. DISCUSSION

The Impasse Procedure must be in place for the program to be in compliance with the Head Start Performance Standards.

IV FINANCING: None



Reporte al Consejo de Políticas

Tema de Agenda: F-1

Junta del Consejo de Políticas para: 3 de octubre de 2024

Autora: Maritza Gomez-Zaragoza

FECHA: 26 de septiembre de 2024

PARA: Consejo de Políticas de Head Start Regional y Early de Madera/Mariposa

DE: Maritza Gomez-Zaragoza, Directora del Programa

TEMA: Procedimiento de Impase

I. **RECOMENDACION**

Revisar y considerar aprobar el Procedimiento de Impase entre la Mesa Directiva de Community Action Partnership del Condado de Madera y el Comité de Póliza de Head Start Regional y Early de Madera/Mariposa.

II. **RESUMEN**

Las Normas de Ejecución de Head Start 1301.6 requieren que cada agencia delegada o concesionario y los Comités o Comités de Póliza juntos deben establecer procedimientos por escrito para resolver disputas internas, incluyendo procedimientos de impasse, entre los cuerpos gobernantes y grupos de póliza.

III. **DISCUSION**

El Procedimiento de Impasse debe estar en lugar para que el programa este en cumplimiento con las Normas de Ejecución de Head Start.

IV **FINANCIACION:** Ninguno

**COMMUNITY ACTION PARTNERSHIP OF MADERA COUNTY
POLICIES AND PROCEDURES
Program Design & Management**

Policy Number: PG 06	Relate to CFR #: 1301.6	Page #1 of 2
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COMPONENT: Program Design and Management

SUBJECT: Internal Dispute Resolution

PERFORMANCE OBJECTIVE: Policy Council/Policy Committee must establish and agree upon written procedures for resolving internal disputes including impasse procedures between the governing body and Policy Council/Policy Committee.

OPERATIONAL PROCEDURE:

Section 642 (d) Program Governance Administration-

(1) IMPASSE POLICIES- The Secretary shall develop policies, procedures, and guidance for Head Start agencies concerning--

(A) the resolution of internal disputes, including any impasse in the governance of Head Start programs; and

(B) the facilitation of meaningful consultation and collaboration about decisions of the governing body and policy council.

1. Either the Board of Directors or the Policy Council/Policy Committee may declare an impasse. The declaring party must notify the other party of the impasse. Upon declaration and notification, the two parties shall attempt to negotiate a compromise through a mutually agreed upon third person. If a compromise fails, the Board of Directors will submit the matter to binding arbitration.
2. If a compromise is negotiated, the Board of Directors will detail the content of the compromise in writing. The Chairperson of the Board of Directors and the Chairperson of the Policy Council/Policy Committee must both sign the written compromise.
3. If a compromise fails and the matter goes to binding arbitration, the Board of Directors will notify the Chairperson of the Policy Council/Policy Committee in writing by registered letter that the matter is being submitted to binding arbitration. A consultant will be selected by the Policy Council/Policy Committee to assist it with needed support services to prepare the data for the hearing.
4. The arbitration panel shall consist of three arbitrators: one to be designated by the Board of Directors, one to be designated by the Policy Council/Policy Committee, and one to serve as Chairperson and to be designated by the other two arbitrators.
5. The duty of the arbitration panel is to resolve the issues in dispute as

expeditiously and fairly as possible at the minimum expense to the parties involved.

6. The arbitration panel does not preclude the parties from reaching a compromise, so long as a final decision has not been issued by the panel.
7. The final decision of the arbitration panel is binding on both parties, and there shall be no appeal.
8. See written Internal Dispute Resolution as it pertains to the appropriate policy group.

Related Regulations: Head Start Performance Standards1301.6

COMMUNITY ACTION PARTNERSHIP DEL CONDADO DE MADERA
POLIZAS Y PROCEDIMIENTOS
Diseño del Programa y Administración

Póliza Numero: PG 06	Relacionado con CFR #: 1301.6	Página # 1 de 2
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COMPONENTE: Diseño del Programa y Administración

TEMA: Resolución de Diputación Interna

OBJETIVO: El Comité de Póliza debe establecer y estar de acuerdo con los procedimientos escritos para resolver diputaciones internas incluyendo procedimientos de impase entre la Mesa Directiva y el Comité de Póliza.

PROCEDIMIENTO OPERACIONAL:

Sección 642 (d) Gobernación Administrativa del Programa-

(1) Pólizas de Impase- La Secretaria deberá desarrollar pólizas, procedimientos y un guía para las agencias de Head Start en referente a--

(A) la resolución de diputaciones internas, incluyendo cualquier impase en la gobernación de programas de Head Start; y

(B) la facilitación de consultas importantes y la colaboración de decisiones de la Mesa Directiva y el Comité de Póliza.

1. La Mesa Directiva o el Comité de Póliza pueden declarar un impase. El grupo declarante debe notificarle al otro grupo de impase. En el momento de la declaración y notificación, los dos grupos deberán intentar negociar un compromiso por medio de una tercera persona de la que los dos grupos estén de acuerdo. Si el compromiso falla, la Mesa Directiva someterá el asunto en arbitraje.

2. Si un compromiso es negociado, la Mesa Directiva escribirá en detalle el contenido del compromiso. Ambos el Presidente de la Mesa Directiva y el Presidente del Comité de Póliza deberán firmar el compromiso escrito.

3. Si el compromiso falla y el asunto entra en arbitración, la Mesa Directiva notificara en escrito y letra registrada al Presidente del Comité de Póliza que el asunto será sometido en arbitración. Un consultante será seleccionado por el Comité de Póliza para asistir con los servicios de apoyo necesarios para preparar el reporte.

4. El grupo de arbitración debe consistir de tres árbitros: uno será designado por la Mesa Directiva, otro por el Comité de Póliza, y el último será designado por los otros dos árbitros para servir como Presidente.

5. El deber del grupo de arbitraje es de resolver los asuntos en diputación lo más pronto y justo posible al precio mínimo de los grupos involucrados.

6. El grupo de arbitraje no excluye que los grupos alcancen un compromiso, siempre y cuando la decisión final no ha sido emitido por el grupo.
7. La decisión final del arbitraje es astringente con los dos grupos, y no debe ver una apelación.
8. Por favor de ver la Resolución de Diputación Interna en lo que respecta al grupo de póliza apropiado.

Reglas Relacionadas: 1301.6

**INTERNAL DISPUTE RESOLUTION
BINDING ARBITRATION AGREEMENT FOR RESOLUTION OF IMPASSE**

Between Community Action Partnership of Madera County Board of Directors

And

Madera/Mariposa Regional and Early Head Start Policy Council

I. Clarification of Responsibilities

- A. It is understood and agreed upon by all parties that the overall fiscal and legal responsibility for the administration of the Regional and Early Head Start Program lies with the Community Action Partnership of Madera County (CAPMC) Board of Directors.
- B. It is also agreed upon and understood that Head Start regulations require that CAPMC Regional and Early Head Start Program has a representative Policy Council and that this Policy Council has decision-making authority under Head Start Performance Standards (45-CRF 1304.50) Appendix A – Governance and Management Responsibilities. This section of federal regulation and the chart contained therein outlines the policy-making rights and responsibilities of the Governing Board and the Policy Council.

II. Definition of Impasse

- A. Impasse occurs when the CAPMC Board of Directors and Regional Head Start Policy Council cannot agree on an issue for which the Head Start Policy Council has the right to approve or disapprove as outlined in Appendix A- Governance and Management Responsibilities. The Regional Head Start Policy Council must first take each step in the program's grievance process before an impasse can be declared. If there is disagreement over the areas of approval or disapproval responsibility, according to Appendix A, clarification will be sought from the Regional Head Start Grantor Office, and an impasse will not be declared until such clarification is obtained.
- B. When the Policy Council and Board of Directors don't agree on an issue and prior to formally calling impasse between the governing bodies, the following steps will take place;
 - The Executive Director and Head Start Director will meet with the disagreeing party to review information and share either party's position on the issue at hand.
 - Any supporting documentation and information will be provided to the Policy Council or Board of Directors in order to assist in

making the best decision for the program and program participants.

- If an agreement is reached between the two parties, then the information is taken and recorded.

C. If no agreement is reached, then the Executive Director and Head Start Director will inform both parties that an impasse has been reached and information will be provided regarding the activities that will take place in order for both parties to come to a resolution.

III. Impasse Procedures

A. Either the CAPMC Board of Directors or the Regional and Early Head Start Policy Council may declare an impasse. If an impasse is declared, the party declaring the impasse must notify the other party in writing that an impasse has been declared. Upon declaration and notification of impasse, the two parties shall attempt to negotiate a compromise through a mutually agreed upon third person. Said meeting between the two parties shall be accomplished within a reasonable time. If an attempt at compromise fails, the CAPMC Board of directors will, within fourteen (14) calendar days of receipt of written notification of continued impasse, submit the matter to binding arbitration.

B. If a compromise is negotiated, the CAPMC Board of Directors will develop a written document detailing the content of the compromise. The Chairperson of the Head Start Policy Council and the Chairperson of the CAPMC Board of Directors will be required to sign the document.

C. If a compromise cannot be reached within the fourteen (14) calendar day period, then the matter will be submitted to binding arbitration. At the time a determination is made to submit the matter to arbitration, a consultant will be selected by the Regional Head Start Policy Council to assist them with translation, typing, and other needed support services. This is to assist the Policy Council in preparing its data for the hearing. The CAPMC Board of Directors will notify the Chairperson of the Regional Head Start Policy Council in writing by registered letter that the matter is being submitted to binding arbitration. Such notification shall include, at a minimum, the following:

1. A written statement of the issue or issues which have resulted in an impasse.

2. A request that the Regional and Early Head Start Policy Council designate a member of the arbitration panel within fourteen (14) calendar days of receipt of the notification. A further request that the business telephone number, mailing address, and the name of the designee is forwarded to the CAPMC Board of Directors with in the fourteen (14) calendar day time period.
3. A statement that a translator will be in attendance at all hearing and will translate verbal comments and written documents as needed.
4. The written statement shall be in English and in Spanish, if needed.

IV. Arbitration Panel Composition

- A. The panel shall consist of three (3) arbitrators: one (1) to be designated by the CAPMC Board of Directors, one (1) to be designated by the Regional and Early Head Start Policy Council, and one (1) to serve as Chairperson and to be designated by the other two (2) arbitrators.
- B. All three (3) arbitrators shall be individuals of good reputation and standing within their community; shall not be associated with any delegate programs; and shall not be affiliated (either though blood or marriage) with any Regional and Early Head Start Policy Council member, delegate staff members of CAPMC, or CAPMC staff members. The third arbitrator shall be person of impartial judgement and good reputation and shall have none of the above affiliations. The third arbitrator shall also have knowledge of federal regulations and the law general.
- C. Failure to Name a Third Arbitrator
 1. The two (2) arbitrators chosen shall agree on a third arbitrator. If the two (2) arbitrators are unable to agree on a third arbitrator to serve on the panel with ten (10) calendar days after the designation of the second arbitrator, then the CAPMC Board of Directors will appoint the third arbitrator from a list of potential arbitrators provided by the Madera County Bar Association.
- D. Scheduling Arbitration
 1. The three (3) person arbitration panel shall schedule the arbitration hearing within fourteen (14) calendar days after the

designation of the third arbitrator. This time frame may be extended by mutual agreement.

2. The hearing shall be held in a mutually agreed upon setting with consideration for the convenience of the parties, but not at the CAPMC offices.

E. The duty of the arbitration panel is to resolve the issues in dispute as expeditiously and fairly as possible at the minimum expense to the parties involved. The proceedings of the arbitration panel shall consist of :

1. Oral presentation of the Policy Council's position.
2. Oral presentation of the CAPMC Board of Directors' position.
3. Response by both parties to such questions as the panel wishes to ask.
4. Informal cross-examination of each party by the other within the limits allowed by the panel.
5. Such additional presentation of oral or written materials as the panel deems necessary to fully appraise it of relevant facts for an informed decision. The parties may suggest to the panel additional relevant witnesses or material that would be helpful to the panel.
6. If the panel needs additional materials (such as budget statements, Head Start regulations, CAPMC records, or other materials of the nature), the CAPMC Board of Directors has the duty to provide the panel with such documents within a time limit in which a reasonable person acting in good faith could have provided the information.

F. Compromise

1. The arbitration procedure does not preclude the parties from compromising their differences and reaching a settlement so long as no final decision has been issued by the panel.

G. Standard of Conduct

1. Both parties are obligated to operate in good faith before and during the proceedings. Neither party may communicate with the arbitrators once the panel has been selected except at formal meetings attended by all parties. Any attempt to

intimidate an arbitrator shall result in a default judgement against the party guilty of it.

2. Refusal to comply with directions, or continued use of delaying tactics or other obstructive tactics by any person at the hearings shall constitute grounds for immediate exclusion of such person from the hearing by the Chairperson of the Arbitration Panel.

H. Representation of the Parties at the Hearing

1. CAPMC Board of Directors and the Regional and Early Head Start Policy Council shall designate only one (1) of its members to represent them at the proceedings and to present their case. To facilitate communication, a translator will be present at all hearings and will be required to translate oral statements and such documents as are needed. Either representative may be assisted by translation for clarification purposes.

I. Post hearing Procedures and Decisions

1. The Arbitration Panel shall issue its decision in writing within fourteen (14) calendar days after the hearings are concluded. The decision shall be in writing in the languages appropriate to the parties involved and shall be forwarded to the Head Start Policy Council and CAPMC Board of Directors within fourteen (14) calendar days of the conclusion of the hearings.
2. The final decision shall be binding on both parties, and there shall be no appeal.
3. The CAPMC Board of Directors and the Head Start Policy Council are parties to the arbitration hearings.
4. Costs of travel, per diem for all parties, salary, and payment for the third arbitrator and interpreters shall initially be paid by CAPMC from Regional Head Start funds.
5. The CAPMC Board of Directors will, within five (5) days of receipt of the ruling, submit the ruling to the Regional and Early Head Start Grantor Office. If the ruling is found by the Regional and Early Head Start Grantor Office contrary to federal regulations, then it shall be declared void. In such a case, another arbitration panel shall be consulted, and the process outlined above shall be reenacted.

**RESOLUCION DE DISPUTAS INTERNAS
ACUERDO OBLIGATORIO DE ARBITRAJE PARA LA RESOLUCION DE DILEMAS**

Entre la Mesa Directiva de Community Action Partnership del Condado de Madera

Y

El Comité de Póliza del Programa Regional y Early de Madera/Mariposa Head Start

I. Clarificación de Responsabilidades

- A. Se entiende y se acuerda por ambos partidos que la responsabilidad fiscal y legal para la administración del programa Regional y Early de "Head Start" esta bajo cargo de la Mesa Directiva de Community Action Partnership del Condado de Madera (CAPMC).
- B. También se acuerda y se entiende que las regulaciones de "Head Start" requieren que el Programa "Head Start" Regional y Early de CAPMC tenga un representante del Comité de Póliza y que este Comité de Póliza tenga autoridad de hacer decisiones bajo las regulaciones (45-CRF1350.50) Anexo A- Gobernación y Responsabilidad de Administración. Esta sección de la regulación federal y el contenido dentro el anexo indica que los derechos de hacer-póliza y las responsabilidades del Cuerpo Gobernante y Comité de Póliza.

II Definición de Dilema ("Impasse")

- A. Un dilema ocurre cuando la Mesa Directiva de CAPMC y el Comité de Póliza de Head Start Regional no llegan a un acuerdo sobre cual el Comité de Póliza de "Head Start" tiene el derecho de aprobar o desaprobar tal como aparece en el Anexo A- Gobernancia y Responsabilidades de Administración. El Comité de Póliza de Head Start Regional debe primero tomar cada paso necesario en este proceso antes que se declare la existencia de un dilema ("impasse"). Si hay desacuerdo en las áreas de responsabilidad de aprobación o no aprobación de acuerdo con el Anexo A- clarificación se buscara bajo la dirección de la Administración y oficina del programa Regional y no se declarara un impasse hasta que la clarificación sea obtenida.

III. Procedimientos del Dilema ("Impasse")

A. Ya sea la Mesa Directiva o del Comité de Póliza de Head Start Regional puede declarar la existencia de un Dilema ("impasse"). Si se declara el Dilema ("impasse") el partido que lo declaro debe avisarle al otro grupo por escrito que existe un Dilema ("impasse"). Encima de una declaración de "impasse" los dos partidos deben intentar negociar un compromiso por medio de una tercera persona cual los dos estén mutuamente de acuerdo. Tal junta dentro los dos partidos se llevara acabo sobre un tiempo razonable. Si un intento de llegar a un acuerdo falla, la Mesa Directiva de CAPMC debe, responder dentro de los catorce (14) días calendarios de haber recibido la notificación por escrito de la existencia de un "impasse", someter el asunto a un arbitraje obligatorio.

B. Si se negocia un compromiso, la Mesa Directiva de CAPMC desarrollará un documento por escrito detallando el contenido del compromiso. El Presidente del Comité de Póliza de Head Start y el Presidente (Chair) de la Mesa Directiva serán requeridos firmar el documento.

C. Si no se puede alcanzar un compromiso dentro de los catorce (14) días del calendario, entonces el asunto se someterá a un arbitraje obligatorio. Al tiempo que se haga una determinación de someter el asunto a arbitraje, se seleccionará un consultante por el Comité de Póliza Head Start Regional y Early para asistir con la traducción, el pasar a maquina de escribir lo que sea necesario, y otros servicios de ayuda. Esto es para asistir al Comité de Póliza para preparar los datos necesarios para la audiencia. La Mesa Directiva de CAPMC notificara al Presidente del Comité de Póliza de Head Start Regional por escrito con letra registrada que el asunto se esta sometiendo a la arbitración obligatoria. Tal notificación debe incluir por lo mínimo los siguientes:

1. Una declaración por escrita del asunto o asuntos que han causado un dilema (impasse).

2. Una petición para que el Comité de Póliza apunte a un miembro del panel de arbitraje dentro de catorce (14) días calendarios de recibimiento de la notificación. Asimismo, se solicitara que el numero de teléfono de negocios, el domicilio postal, y el nombre de la persona apuntada sea enviada a la Mesa Directiva de CAPMC dentro del periodo de catorce (14) días calendarios.

3. Una declaración de que un traductor estará presente en todas las audiencias y traducirá los comentarios verbales y los documentos escritos que sean necesarios.

4. La declaración será escrita en inglés y en español, si es necesario.

IV. La Composición del Panel de Arbitraje

A. El panel consistirá de tres (3) árbitros: uno (1) designado por la Mesa Directiva de CAPMC, uno (1) que será designado por el Comité de Póliza, y uno (1) para servir como Presidente y será designado por los otros dos (2) árbitros.

B. Los tres (3) árbitros deben ser personas de buena reputación en su comunidad, no pueden estar asociados con ninguno de los programas de los delegados y no pueden ser parientes (a traves de sangre o matrimonio) de ni uno de los miembros del Comité de Póliza de Head Start Regional de CAPMC, o personal del CAPMC. El tercer árbitro tendrá que ser una persona de juicio imparcial y buena reputación y no podrá tener ninguna de las afiliaciones señaladas anteriormente. El tercer árbitro tendrá que tener conocimiento de las regulaciones federales y de la ley en general.

C. Falta de Nombramiento del Tercer Arbitro

1. Los dos (2) árbitros escogidos concordaran para escoger al tercer árbitro. Si los dos (2) árbitros designados, no se ponen de acuerdo para seleccionar un tercer árbitro para servir en el panel dentro de los diez (10) días del calendario después de la designación del segundo árbitro, entonces la Mesa Directiva de CAPMC nombrara el tercer arbitro de una lista de árbitros disponibles proveída por la Asociación legal (Bar Asociación) del Condado de Madera.

D. Horario del Arbitraje

1. Los tres (3) árbitros del panel fijaran el horario del arbitraje dentro de catorce (14) días calendarios después de la designación del tercer árbitro. Este tiempo asignado se podrá extender si hay acuerdo mutuo.

2. La audiencia será en un lugar de acuerdo mutuo tomado en consideración la conveniencia de los partidos, pero no en las oficinas de CAPMC.

E. Los deberes del panel de arbitraje es resolver los asuntos en disputa de la mejor manera posible y con justicia con un gasto mínimo para los partidos envueltos en el litigio. Los procedimientos de arbitraje consistirá de:

1. Una presentación oral de la posición del Comité de Póliza.
2. Una presentación oral de la posición de la Mesa Directiva.
3. Respuestas por ambos partidos, a las preguntas que el panel de arbitraje desee hacer.
4. Un interrogatorio informal de cada partido de uno a otro dentro de los límites permitidos por el panel.
5. Tal presentación de materiales orales y escritos como el panel indique necesarias para apreciar lo mejor posible los hechos relacionados y el poder llegar a una decisión sobre los datos. Los partidos pueden sugerir al panel, testigos adicionales relevantes o material que pueda ser útil al panel.
6. Si el panel necesita materiales adicionales (tales como declaraciones de cuentas, regulaciones de Head Start, documentación de CAPMC, u otro material de relación), la Mesa Directiva de CAPMC tiene la obligación de proveer tal documentación dentro un tiempo con limite en cual una personal razonable este actuando con buenas intenciones haya podido proveer tal información.

F. Compromiso

1. El procedimiento de el arbitraje no evita que los partidos ayeen un acuerdo por si mismos y alcanzar un acuerdo para resolver sus diferencias siempre y cuando el panel no haya finalizado una decisión final.

G. Normas de Conducta

1. Ambos partidos se obligan a operar en buena fe antes y durante los procedimientos. Ninguno de los partidos debe comunicarse con los árbitros una vez que el panel haya sido seleccionado excepto en reuniones formales asistidos por ambos partidos. Cualquier intentado que se haga tratando de intimidar a un arbitro tendrá como resultado un juicio contra el partido culpable.

2. En caso de que alguna persona durante las audiencias se niegue a seguir estas direcciones, que use tácticas dilatorias u otra táctica que pueda obstruir las audiencias, eso constituirá suficiente motivo para la inmediata expulsión de tal persona de la audiencia por el Presidente del Panel de Arbitración.

H. Representación de los Partidos en la Audiencia

1. La Mesa Directiva y el Comité de Póliza designará solamente uno (1) de sus miembros para representación en los procedimientos y para presentar su caso. Para facilitar la comunicación, un traductor debe estar presente en todas las audiencias y se le va requerir que traduzca las declaraciones orales tales como otros documentos como sea necesario. Cada partido puede ser asistido con traducción con el propósito de clarificación.

I. Pos-Audiencia los Procedimientos y Decisiones

1. El panel de Arbitraje enviara su decisión por escrito dentro de catorce (14) días calendarios después de la conclusión de audiencias. La decisión será por escrito en los lenguajes apropiados para los partidos implicados y se enviara al Comité de Póliza y a la Mesa Directiva de CAPMC dentro catorce (14) días calendarios después de la conclusión de audiencias.
2. La decisión final será vinculante para los dos partidos, y no habrá apelación.
3. La Mesa Directiva de CAPMC y el Comité de Póliza de Head Start son partidos a la audiencia de Arbitraje.
4. Los gastos de viaje, y comida para los partidos, salario y paga para el tercer árbitro y traductores serán inicialmente pagados r con los fondos de CAPMC de Head Start Regional y Early.
5. La Mesa Directiva de CAPMC tendrá, dentro cinco (5) días de la decisión del juicio, someter la decisión a la oficina Regional de Head Start. Si la Oficina Regional y Early de Head Start encuentra que la decisión es contraria a las regulaciones federales, la decisión se declarara anulada. En tal caso el panel de arbitraje será consultado y el proceso delineado arriba será reconstruido.



Report to the Policy Council

Agenda Item Number: F-2

Policy Council Meeting for: October 3, 2024

Author: Julie Doll

DATE: September 26, 2024

TO: Madera/Mariposa Regional and Early Head Start Policy Council

FROM: Julie Doll, Disability/Mental Health Specialist

SUBJECT: Suspension and Expulsion Procedure

I. RECOMMENDATIONS

Review and consider approving the Suspension and Expulsion Procedure for the Madera/Mariposa Regional and Early Head Start Program.

II. SUMMARY

Staff is requesting approval of for the Suspension and Expulsion Procedure. The procedure will provide guidance for staff on the process to follow when a child is having challenging behaviors in the classroom.

III. DISCUSSION

Suspension may be use as the last resort in extraordinary circumstances.

When a child demonstrates challenging behaviors staff will follow the Child mental health and social emotional well-being procedure (Reference to Procedure 45) in order to address the concern and provide support to the child and family which includes, but not limited to the following:

- Teaching staff will implement in the classrooms positive techniques from Conscious Discipline and the Teaching Pyramid ~~from Center on the Social and Emotional Foundation for Early Learning (C.S.E.F.E.L)~~ that are designed to build social and emotional skills in the children. Classrooms are monitored for this on an ongoing basis by the Disabilities/Mental Health Content Specialist.
- For children with ongoing challenging behaviors, staff will initiate the process of child and family receiving additional support by submitting a Child Concern Form.
- Strategies for the child and resources for the parent will be provided.
- For a child not responding to the strategies, a Child Success Team (CST) Meeting will be held to discuss the possibility of having the Mental Health Consultant provide an Individual Observation for the child. During the Individual Observation, the Mental Health Consultant will be accessible to the parent to give supportive feedback.

- Additional strategies may be recommended by the Mental Health Consultant.
- A Positive Behavior Management Plan will be established.
- Staff will continue to assist the child in gaining acceptable behaviors by modelling and consistently implementing each strategy provided.
- New strategies will be provided as needed.
- A child who continues to display aggressive behaviors that harm others or puts self in danger will result in the management team considering reducing the child's time in Head Start until the child shows signs of being ready to participate for the full amount of scheduled class time.

Parent/guardian refusal or unwillingness to support the Positive Behavior Management Plan after reviewing Behavior Policy in the Parent Handbook will result in the family being moved to expulsion and parent/guardian will be provided other options for preschool/childcare.

IV. FINANCING: None



Reporte al Consejo de Políticas

Tema de Agenda: F-2

Reunión del Consejo de Políticas para: 3 de octubre del 2024

Autora: Maritza Gomez-Zaragoza

FECHA: 26 de septiembre de 2024

PARA: Consejo de Política Regional y Early Head Start de Madera / Mariposa

DE: Julie Doll, Especialista de Discapacidad/Salud Mental

TEMA: Procedimiento de Suspensión y Expulsión

I. RECOMENDACION:

Revisar y considerar aprobar el Procedimiento de Suspensión y Expulsión para el Programa Regional y Early Head Start de Madera / Mariposa.

II. RESUMEN:

El personal está solicitando la aprobación del Procedimiento de Suspensión y Expulsión. El procedimiento proveerá una guía para el personal sobre el proceso a seguir cuando los niños están teniendo comportamientos desafiantes en el salón de clases.

III. DISCUSION:

La suspensión puede ser utilizada como último recurso en circunstancias extraordinarias.

Cuando un niño demuestra comportamientos desafiantes, el personal seguirá el procedimiento de salud mental y bienestar emocional social del niño (Referencia al Procedimiento 45) a fin de afrontar la preocupación y proporcionar apoyo al niño y la familia, que incluye, entre otros, lo siguiente:

- El personal educativo implementará en las clases técnicas positivas de Disciplina Consciente y la Pirámide de Enseñanza del Centro sobre la Fundación Social y Emocional para el Aprendizaje Temprano (C.S.E.F.E.L) que están diseñados para desarrollar habilidades sociales y emocionales en los niños. Las clases son monitoreadas para esto de manera continua por el Especialista en Contenido de Discapacidades / Salud Mental.
- Para los niños con conductas desafiantes continuas, el personal iniciará el proceso de que el niño y la familia reciban apoyo adicional mediante la presentación de un Formulario de preocupación infantil.
- Se proveerán estrategias para el niño y recursos para el padre.
- Para un niño que no responde a las estrategias, se llevará a cabo una reunión del Equipo de Éxito Infantil (CST) para discutir la posibilidad de que el Consejero de Salud Mental proporcione una observación

individual para el niño. Durante la Observación Individual, el Consejero de Salud Mental estará accesible a los padres para dar retroalimentación de apoyo.

- Estrategias adicionales pueden ser recomendadas por el Consejero de Salud Mental
- Se establecerá un Plan de Manejo Positivo del Comportamiento.
- El personal continuará ayudando al niño a obtener comportamientos aceptables formando e implementando consistentemente cada estrategia proporcionada.
- Se proporcionarán nuevas estrategias según sea necesario.
- Un niño que continúa mostrando comportamientos agresivos que perjudican a otros o se pone en peligro, hará que el equipo de administración considere la posibilidad de reducir el tiempo del niño en Head Start hasta que el niño muestre señales de estar listo para participar durante el tiempo programado.

La negativa del padre/guardián o la falta de voluntad para apoyar el Plan de Manejo Positivo después de revisar la Política de Comportamiento en el Manual para Padres dará lugar a la expulsión de la familia y al padre/guardián se le proveerán otras opciones para cuidado preescolar/infantil.

IV. **FINANCIACION:** Ninguna



ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT, and ATTENDANCE POLICIES AND PROCEDURES

Policy Number: 17 Effective Date: 11/7/16 Revised: 4/28/2021	HSPPS: 1302.17 (a) – (b)(3)	Page: 1 of 3
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Subject: Suspension and Expulsion

Performance Objective: Head Start programs must severely limit the use of suspensions and prohibit expulsion

Operational Procedure:

1. Suspension may only be:
 - a. Temporary in nature
 - b. Used as a last resort in extraordinary circumstances where there is serious threat that cannot be reduced or eliminated by reasonable modifications
 - If at any time a child poses serious harm resulting in medical treatment to another child or adult while at the center or class, the child's parent/guardian will be asked to pick up the child and a meeting will be set up to discuss the incident. (Reference Policy 33A) **At any time, staff may not call parent/guardian to pick up a child early due to behavior without prior approval from Head Start Director, Maritza Gomez-Zaragoza. If Maritza is not available, prior approval can be obtained from Program Director, Mattie Mendez or Disability/Mental Health Content Specialist, Julie Doll in consultation with Maru Sanchez, Deputy Director-Direct Services.**
 - The child will not be allowed to return to the classroom until the meeting has taken place to determine next steps based on the severity of incident.
 - When there is a serious safety issue involving extreme aggressive behavior, a reduced schedule (temporary suspension) may be utilized.
 - The reduced scheduled will be based on the child's ability to cope within a social environment and will be assessed through child observations and *Incident Charts* to determine periods of successes and challenges.
 - Staff will follow the Challenging Behavior Checklist for children with challenging behaviors.

2. Prior to determining whether ongoing temporary suspension is necessary, the program will:
 - a. Have Disabilities/Mental Health (D/MH) Specialist observe child's classroom management strategies for effectiveness (Reference Policy 45) and provide supportive recommendations
 - b. Have educator complete ASQ-SE2 from classroom environment perspective
 - c. If deemed necessary, schedule a case management meeting to develop a support plan
 - d. Engage the mental health consultant as determined by the team
 - e. Collaborate with parent/guardian
 - f. Utilize appropriate community resources – i.e. Behavioral Health, psychologist, or other specialists
 - g. D/MH Specialist will enter a COPA (MHS) or Child Plus (EHS & RHS) Referral for areas of concern and strategies provided.

3. If temporary suspension is deemed necessary, the program will help the child return to full participation in all activities as quickly as possible while ensuring child safety by:
 - a. Ongoing engagement with parent/guardian on a regular (weekly) basis and documenting follow up on a *Parent Contact Record*
 - b. If needed, holding a CST meeting to discuss need for a formal observation by mental health consultant (Reference Policy 33A) and provide strategies for classroom and home
 - c. Continuing to use appropriate community resources
 - d. Developing written plan – Positive Behavior Support Plan (PBSP) to document the action and supports needed
 - Parent/guardian refusal or unwillingness to support the PBSP at home or class will result in CST meeting to review Behavior Policy in Parent Handbook
 - e. Providing services that include home visits if needed, to help parent/guardian's understanding and development of parenting skills.
 - f. Determining whether a referral to a local agency responsible for implementing IDEA is appropriate

4. Our program will not expel or unenroll a child because of a child's behavior.
 - a. When a child continues to exhibit persistent and serious challenging behavior staff will:
 - Explore all possible steps and document all steps taken to address behavior(s) of which the focus was and continues to be to assist the child in learning appropriate behavior
 - Continuing engagement of a mental health consultant
 - Consider the appropriateness of providing services and supports for a child under section 504 of the Rehabilitation Act and not excluding child on the basis of disability
 - D/MH Specialist will consult with the parent/guardian(s)
 - If child has an IFSP/IEP, consulting with agency responsible for the IFSP/IEP to ensure that the child receives the needed support services.
 - If a child does not have an IFSP/IEP, the program will refer child, with parental consent, to the local agency responsible for implementing IDEA to determine child's eligibility for services.

- b. Parent/guardian refusal or unwillingness to support the PBSP after reviewing Behavior Policy in Parent Handbook will result in the family being moved to expulsion.
5. Children may be expelled from the program only if management (EHS & RHS) Disabilities Supervisor (MHS) concludes:
 - a. That the safety of the environment cannot be maintained due to a child's persistent and serious challenging behaviors
 - b. Due to the child's behavior, the program is in violation of Community Care Licensing Children's Personal Rights
 - c. The child puts self in unsafe and dangerous situations
 - Staff will work with the family and other involved individuals to assist the family in finding an appropriate placement and directly support the transition of the child into another placement i.e. family child care home with less children, Special Day Class, etc. that will provide a better environment for the child's success.
 - If child has an IFSP or IEP, the appropriate agency will be notified to update the agency of the efforts taken and the need for a more appropriate placement.
 - Staff will support parent/guardian to request IFSP/IEP meeting to inquire about additional assessments
6. When a child has been unenrolled or expelled, per AB 752, a Licensed Program Analyst from Community Care Licensing will review the steps taken by the program in addressing the behavior in addition to their methods to limit and/or prevent future incidents to determine if the program acted appropriately or whether there was a violation of California Code of Regulations, Title 22 or the California Health and Safety Code.

Forms Needed: Challenging Behavior Checklist, Initial Behavior Management Plan, Child Concern Form, Results of Child Success Team Meeting, Positive Behavior Support Plan, Parent Contact Record, Case Conferencing



ELEGIBILIDAD, RECLUTAMIENTO, SELECCIÓN, INSCRIPCIÓN Y ASISTENCIA POLITICAS Y PROCEDIMIENTOS

Numero de Póliza: 17	HSPPS: 1302.17 (a) – (b)(3)	Página: 1 de 3
Fecha Efectiva: 11/7/16 Revisado: 3/01/2021		

Tema: Suspensión y Expulsión

Objetivo de rendimiento: Los programas Head Start deben limitar severamente el uso de suspensiones y prohibir la expulsión

Procedimiento operativo:

1. La suspensión solo puede:
 - a. De naturaleza temporal
 - b. Utilizado como último recurso en circunstancias extraordinarias en las que existe una amenaza grave que no puede ser reducida o eliminada por modificaciones razonables
 - Si en algún momento un niño presenta un daño grave que resulta en tratamiento médico a otro niño o adulto mientras se encuentra en el centro o en la clase, se le pedirá al padre o tutor del niño que lo recoja y se establecerá una reunión para discutir el incidente. (Política de referencia 33A)
En cualquier momento, el personal no puede llamar al padre/guardián para recoger temprano a un niño debido a un comportamiento sin la aprobación previa de la Directora de Head Start, Maritza Gómez-Zaragoza. Si Maritza no está disponible, se puede obtener la aprobación previa de la Directora Ejecutiva, Mattie Méndez, o de la Especialista en Contenido de Discapacidad/Salud Mental, Julie Doll en consultación con Maru Sanchez, Subdirectora de Servicios Directos.
 - No se le permitirá al niño regresar al salón de clases hasta que la reunión haya tenido lugar para determinar los próximos pasos basados en la gravedad del incidente.
 - Cuando existe un problema de seguridad grave que involucra un comportamiento agresivo extremo, se puede utilizar un horario reducido (suspensión temporal).
 - El horario reducido se basará en la capacidad del niño para enfrentarse a un ambiente social y será evaluado a través de observaciones infantiles y cartas de incidentes para determinar los períodos de éxitos y desafíos.

2. Antes de determinar si una suspensión temporal continua es necesaria, el programa:
 - a. Tendrá un Especialista en Discapacidades/Salud Mental (D/MH) observando las estrategias de manejo del salón de clase para la seguridad (Política de Referencia 45) y proporcione recomendaciones de apoyo.
 - b. Haga que el educador complete ASQ-SE2 desde la perspectiva del ambiente de clase
 - c. Si se considera necesario, programar una reunión de administración de casos para desarrollar un plan de apoyo
 - d. Involucrar al consultor de salud mental según lo determine el equipo
 - e. Colaborar con el padre/tutor
 - f. Utilizar los recursos apropiados de la comunidad, es decir, la Salud del Comportamiento, psicólogos u otros especialistas.
 - g. La especialista D/MH ingresará una referencia COPA (MHS) o Child Plus (EHS & RHS) para las áreas de preocupación y las estrategias proporcionadas.

3. Si se considera necesaria una suspensión temporal, el programa ayudará al niño a volver a participar plenamente en todas las actividades lo más rápido posible, asegurando al mismo tiempo la seguridad de los niños:
 - a. El compromiso continuo con el padre/guardián sobre una base regular (semanal) y documentando el seguimiento en un Registro de Contacto para Padres
 - b. Si es necesario, realizar una reunión de CST para discutir la necesidad de una observación formal por consultor de salud mental (Política de Referencia 33A) y proporcionar estrategias para la clase y el hogar
 - c. Continuar utilizando recursos apropiados de la comunidad
 - d. Desarrollo de un plan por escrito - Plan de Manejo Proactivo del Comportamiento (PBMP) para documentar la acción y los apoyos necesarios
 - i. La negatividad del padre/guardián o la falta de voluntad de apoyar el PBMP en casa o en la clase resultara en una reunión de CST para revisar la Política de Comportamiento en el Manual para Padres
 - e. Proporcionar servicios que incluyan visitas a domicilio si es necesario, para ayudar a la comprensión de padres/tutores y el desarrollo de habilidades parentales.
 - f. Determinar si una referencia a una agencia local responsable de implementar IDEA es apropiada.

4. Nuestro programa no expulsará ni cancelará la inscripción de un niño debido al comportamiento de un niño.
 - a. Cuando un niño continúa exhibiendo un comportamiento persistente y serio, el personal:
 - Investigará todos los pasos posibles y documentar todas las medidas adoptadas para abordar comportamientos de los cuales el enfoque fue y sigue siendo ayudar al niño a aprender un comportamiento apropiado.
 - El compromiso continuo de un consejero de salud mental
 - Considerar la conveniencia de proporcionar servicios y apoyos para un niño bajo la sección 504 de la Ley de Rehabilitación y no excluir al niño sobre la base de la discapacidad.
 - El especialista de D/MH consultará con el padre/tutor (s)

- Si el niño tiene un IFSP/IEP, consulte con la agencia responsable del IFSP/IEP para asegurar que el niño reciba los servicios de apoyo necesarios.
 - Si un niño no tiene un IFSP/IEP, el programa enviará al niño, con el consentimiento de los padres, a la agencia local responsable de implementar IDEA para determinar la elegibilidad del niño para los servicios.
- b. La negativa del padre/guardián o la falta de voluntad de apoyar el PBMP después de revisar la Política de Comportamiento en el Manual para Padres resultará en que la familia sea trasladada a la expulsión.
5. Los niños pueden ser expulsados del programa sólo si la administración (EHS & RHS) Supervisor de Discapacidades (MHS) determina:
- a. Que la seguridad del medio ambiente no se puede mantener debido a los comportamientos desafiantes persistentes y serios del niño
 - b. Debido a la conducta del niño, el programa está en violación de la licencia de cuidado comunitario de los derechos personales de los niños
 - c. El niño se pone en situaciones delicadas y peligrosas
 - El personal trabajará con la familia y otras personas involucradas para ayudar a la familia a encontrar un lugar apropiado y apoyar directamente la transición del niño a otro lugar, es decir, un hogar de cuidado infantil familiar con menos niños, clase especial de día, etc. Un ambiente para que el niño tenga éxito.
 - Si el niño tiene un IFSP o IEP, la agencia apropiada será notificada para actualizar la agencia de los esfuerzos realizados y la necesidad de un lugar más apropiado.
 - El personal apoyará a los padres/tutores para solicitar la reunión del IFSP/IEP para preguntar acerca de las evaluaciones adicionales.
6. Cuando un niño ha sido dado de baja o expulsado, según AB 752, un analista de programa de licencia de Community Care Licensing revisará los pasos tomados por el programa para dirigir el comportamiento, además de sus métodos para limitar y / o prevenir incidentes futuros para determinar si el programa actuó de manera apropiada o si hubo una violación del Código de Regulaciones de California, Título 22 o el Código de Salud y Seguridad de California.

Formularios Necesarios: Conferencia de Caso, Contacto con los Padres, Resultados de la Reunión del Equipo de Éxito Infantil, Plan de Manejo Proactivo del Comportamiento



Report to the Policy Council

Agenda Item Number: F-3

Policy Council Meeting for: October 3, 2024

Author: Maru Gasca Sanchez

DATE: September 26, 2024

TO: Madera/Mariposa Regional and Early Head Start Policy Council

FROM: Maru Gasca Sanchez, Deputy Director Direct Services

SUBJECT: CAPMC California State Preschool Program 2024-2025 Program Philosophy, Goals and Parent Handbook.

I. RECOMMENDATIONS

Review and consider approving the California State Preschool 2024-2025 Program Philosophy, Goals and Parent Handbook.

II. SUMMARY

The California Department of Education requires that the Program's Philosophy, Goals and Parent Handbook be approved by CAPMC Board of Directors annually.

III. DISCUSSION

- a. Included in the parent handbook is CAPMC's philosophy statement and goals that support the philosophy.
- b. The parent handbook provides parents with information regarding the following topics:
 - ✓ Days and hours of service
 - ✓ Registration process and eligibility requirements, and parent responsibilities
 - ✓ Open door policy
 - ✓ Sexual Harassment
 - ✓ Attendance and absences
 - ✓ Communication with staff
 - ✓ Health and emergency procedures
 - ✓ Understanding Active Supervision and Child Safety
 - ✓ Complaint Procedure
 - ✓ Handbook will be given to families enrolled at the following sites: Fairmead, Chowchilla, Cottonwood, Mis Tesoros, Ruth Gonzales, Verdell McKelvey and Eastside.
- c. Information will be reviewed with parents at time of registration and/or during parent meetings.

IV. FINANCING: Minimal



Reporte al Consejo de Políticas

Número de Agenda: F-3

Junta del Consejo de Políticas para: 3 de octubre del 2024

Autora: Maru Gasca Sanchez

FECHA: 26 de septiembre del 2024

PARA: Consejo de Políticas de Head Start Regional y Early de Madera/Mariposa

DE: Maru Gasca Sanchez, Subdirectora de Servicios Directos

TEMA: Filosofía del Programa, Metas y Manual de Padres de CAPMC Prescolar del Estado de California CAPMC 2024-2025

I. RECOMENDACIONES:

Revisar y considerar aprobar la Filosofía del Programa, Metas y Manual de Padres CAPMC Programa Prescolar del Estado de California 2024-2025.

II. RESUMEN:

El Departamento de Educación de California requiere que la Mesa de Directores de CAPMC apruebe anualmente la Guía de Filosofía, Metas y Objetivos y Manual de Padres del Programa.

III. DISCUSIÓN:

- a. El manual para padres incluye la declaración de filosofía de CAPMC y meta y objetivos que apoyan la filosofía.
- b. El manual para padres proporciona a los padres información sobre los siguientes Temas:
 - ✓ Días y horas de servicio
 - ✓ Proceso de registro y requisitos de elegibilidad, y responsabilidades de los padres
 - ✓ Póliza de puertas abierta
 - ✓ Hostigamiento sexual
 - ✓ Asistencia y ausencias
 - ✓ Comunicación con el personal
 - ✓ Procedimientos de salud y emergencia
 - ✓ Comprender la supervisión activa y la seguridad infantil
 - ✓ Procedimiento de Queja
 - ✓ Se entrega un manual a las familias que matriculan a sus niños en los siguientes centros: Fairmead, Chowchilla, Cottonwood, Mis Tesoros, Ruth Gonzales, Verdell McKelvey and Eastside.
- c. La información será revisada con los padres en el momento del registro y en la primera orientación / reunión de padres.

IV. FINANCIACION - Minimo



**MADERA HEAD START-CALIFORNIA
STATE PRESCHOOL PROGRAM/REGIONAL
HEAD START (CSPP/RHS)**

**PARENT HANDBOOK
2024-2025**



Community Action Partnership of Madera County welcomes your family to our State Preschool Program/Regional Head Start (CSPP/RHS)

This handbook was designed to assist families with understanding the requirements to participate in Madera Head Start-California State Preschool/Regional Head Start (CSPP/RHS) program.

We look forward to serving you!

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



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PROGRAM DESIGN

Dear Head Start Parent:

Welcome to our California State Preschool/Regional Head Start (CSPP/RHS) program. We hope that this information will help to prepare you and your child for some of the new and exciting learning experiences you will have this year. We would also like to thank you for your patience and cooperation during the registration process. The forms you completed and the information you provided helped determine your eligibility and supplied us with important information about your child. The information you provided is confidential and exclusive to authorized program staff.

We serve the Madera and Mariposa counties for income eligible families with children 3 to 5 years of age. Our agency provides comprehensive Head Start Services to approximately 246 children and their families. A variety of program options are designed to provide the best quality child and family development services possible with the funding allowed.

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

Sincerely,

Maritza Gomez-Laragoza
Head Start Program Director

OUR MISSION

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

OUR VISION

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



PROGRAM DESIGN

Services

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

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



Equal Access/Non-Discrimination

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

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

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

CENTER LOCATION

Chowchilla Head Start

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

Cottonwood Head Start

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

Eastside Head Start

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

Fairmead Head Start

Serving Children Ages 3–5 years
Full-Day Site Operating 8:00 am –2:00 pm
(559) 665-5559
22850 Rd. 19 1/2
Chowchilla, CA 93610

Mis Tesoros Head Start

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

Ruth Gonzales Head Start

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

Verdell McKelvey Head Start

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

PROGRAM DESIGN

Open Door Policy

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

Refrain from Religious Instruction

Our program refrains from religious instruction or worship.

Sexual Harassment

Our program shall maintain an educational, employment and business environment free from harassment, intimidation, or insult on the basis of an individual's sex. Action will be taken when necessary to eliminate such practices or remedy their effects. Sexual harassment, as defined and otherwise prohibited by state and federal statutes, constitutes an unlawful form of sex discrimination.

Confidentiality

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

Center Group Sizes

Adult to child ratios are planned for in advance and followed for each age group based on the State of California Title 5 regulations and Head Start Performance Standards; whichever is most restrictive.

Preschool (36 Months to enrollment in Kinder)

1 adult for every 8 preschoolers maximum 20 children



PROGRAM PHILOSOPHY, GOALS AND OBJECTIVES

PROGRAM PHILOSOPHY

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

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

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

We also believe:

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

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



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PROGRAM PHILOSOPHY, GOALS AND OBJECTIVES

Parent Education and Engagement

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

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

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

Opportunities to participate include, but are not limited to:

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

Other ways to participate in our program

Parent Education/Curriculum

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

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

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

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

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

Family Partnership Agreements

Our program offers the opportunity for parents to participate in the partnership process that includes a family partnership agreement and the activities that support family well-being, including family safety, health, and economic stability, to support child learning and development. The family partnership agreement process provides opportunities for families to set goals and to design an 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.



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PROGRAM PHILOSOPHY, GOALS AND OBJECTIVES

Parent Education and Engagement

Family Assessments/Referrals

Our goal is for families to know where to access community health and social services to meet their unique family needs. The program will work with parents to identify family needs, support needed and strengths by utilizing the Family Assessment and surveys to provide information and/or resources to community services as needed.

A resource book is provided to families with information on programs and services available for low-income families in the community. The information includes services such as childcare, emergency services, food, shelter, health providers, health services, counseling, domestic violence, mental wellness, transportation, etc.

Referrals/resources will be offered to parents as needed and/or requested by parents. Follow up is complete as appropriate to ensure services where receive or provide support for families.

Surveys/Data Process

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

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

Male/Father Engagement

The program provides opportunities for fathers to enhance their skills, knowledge and understanding of the importance of being engaged with their children.

Male/Father engagement strategies include but not limited to the following:

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



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PROGRAM PHILOSOPHY, GOALS AND OBJECTIVES

Health Services

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

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

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

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

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

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

Immunizations

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

Dental Health

Children ages 3-5 are required to see a dentist for a dental exam within 90 calendar days of enrollment. Please ask us if you need help finding a dentist.

Physical Assessments/Screenings

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

Medical and Dental Emergencies

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

Minor Incident:

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

Life Threatening Condition

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



PROGRAM PHILOSOPHY, GOALS AND OBJECTIVES

Health Services

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

Medication Procedure

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

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

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

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



Daily Health Observation

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

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

PROGRAM PHILOSOPHY, GOALS AND OBJECTIVES

Nutrition Services

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

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

Non-Discrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

2. fax:
(833) 256-1665 or (202) 690-7442; or
3. Email
Program.Intake@usda.gov

This institution is an equal opportunity provider.

Meal Services

Our program participates in the Child and Adult Care Food Program (CACFP) offered by the U.S. Department of Agriculture (USDA) and serves meals at no charge to all enrolled children. The reimbursement received from the CACFP helps with food costs. All children in center-based settings receive food appropriate to his or her nutritional needs, developmental readiness, and feeding skills, as required by the USDA meal pattern.

Kitchens are fully equipped for producing meals and snacks for multiple sites. Full Day Program will receive breakfast, lunch and an afternoon snack. The meals offered are nutritious foods that are moderate in sugar, salt, and fat as recommended by the Dietary Guidelines for Americans. Food will not be removed from the center.

We invite you to help plan our menu by either participating by completing a food service and menu evaluation at the end of the program, sharing a family recipe with your child's teacher, or making a suggestion on the Cook's Choice/Parent Suggestions Form.

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



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

PROGRAM PHILOSOPHY, GOALS AND OBJECTIVES

Education Program

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

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

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

Physical development is supported by:

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

Social/Emotional development is supported by:

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

Cognitive & Language skills are supported by:

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

PROGRAM PHILOSOPHY, GOALS AND OBJECTIVES

Education Program

Assessment

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

Parent Conferences/Home Visits

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

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

SCHOOL READINESS PLAN GOALS AND OBJECTIVES

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



PROGRAM PHILOSOPHY, GOALS AND OBJECTIVES

Education Program

Curriculum / Environment

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

Preschool Schedule

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

Part Day	Full Day
<ul style="list-style-type: none"> • Breakfast/Lunch • Brush Teeth / Free Play • Circle Time (Songs & rhymes) • Small Group Activities • Outside Play/Activities • Lunch/ snack • Dismissal 	<ul style="list-style-type: none"> • Activities • Breakfast • Transition • Outside Time/Small Group • Group Time • Outdoor Choice • Reading • Lunch • Transition • Rest Time • Choice Time • Group Meeting • Dismissal

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

Transition Activities

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

Inclusion of all children

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

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

PROGRAM PHILOSOPHY, GOALS AND OBJECTIVES

Education Program

Head Start Early Learning Outcomes Framework



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

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK (PFCE)



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

PROGRAM PHILOSOPHY, GOALS AND OBJECTIVES

Disabilities Services

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

Disability Service Area Objectives

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

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

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

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



PROGRAM PHILOSOPHY, GOALS AND OBJECTIVES

Mental Health Services

Goals and Objective of the Mental Health Program

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

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

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

Prevention Goals

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

Identification and Referral

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

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

Treatment

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

Helping Children Make Good Choices

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

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

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

Social Emotional Curriculum

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

PROGRAM PHILOSOPHY, GOALS AND OBJECTIVES

Mental Health Services

Our program prohibits or severely limits the use of suspension and expulsion. Children will not be unenrolled or expelled based solely on their behavior. Temporary suspensions for behavior will only be used as a last resort in unusual situations where there is a serious threat that doesn't improve through reasonable modifications. If a temporary suspension is deemed necessary, the program will help the child return to full participation in all program activities as quickly as possible while ensuring child safety by continuing to work with the parents and a mental health consultant, and continuing to utilize appropriate community resources.

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

- Step 1:** Parent will be notified by the teacher of all incidents involving their child in relation to aggressive behavior. Aggressive behavior is defined as deliberate, repeated and uncontrolled attacks on others physically or verbally. The child's parent will be encouraged to use positive methods of child guidance. Staff will develop a plan/strategy and encourage parent's support at home. The parent-teacher contact will be recorded.
- Step 2:** If a child continues to physically hurt others or display destructive behaviors, the teacher will submit a Child Concern Form and then schedule a Child Success Team meeting once the Disabilities/Mental Health Specialist has indicated what steps to take next. This meeting with the parent is to formally discuss behavioral concerns, discuss referral options, and if warranted, have parent sign the Concern Form, and together will identify other social emotional strategies that can be used both at school and at home.
- If the child has an individualized Family Service Plan (IFSP) or Individualized Education Program (IEP), the program will consult with the agency responsible for the IFSP or IEP to ensure that the child receives support services as needed. This may require additional special education assessments.
- Step 3:** It may be determined that a Mental Health Consultant will conduct an observation on the child with parental permission. Further referrals to an appropriate agency and/or outside consultant may be made. During a scheduled meeting between parent(s) and teaching staff, a positive Behavior Support Plan will be developed for children with extreme behavior challenges, to be used by all adults that support the child (home/classroom). At this level it is crucial that parents/guardians participate to address safety concerns.
- Step 4:** Other Child Success Team meetings may take place as needed to identify progress or lack thereof. Other strategies may be offered to try in the classroom and at home.
- Step 5:** If the behavior continues and none of the actions previously taken have improved, an interdisciplinary meeting will be scheduled to determine if the program can adequately meet the needs of the child. A schedule modification may take place and as a last resort a determination of the continuation of our program services will be made by the Multi-disciplinary team and Program Director based on the following factors:
- *The child is of danger to him/herself or to others;
 - *Lack of parent participation in the implementation of the Positive Behavior Support Plan.
 - *There is sufficient documentation to reflect the implementation of behavior policy and that every attempt has been made to modify the behavior problem.

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

If CAPMC deems it necessary to suspend or expel a child, the parent or guardian has the right to file an appeal of the action directly with the following departments no later than 14 calendar days after the receipt of notice to: California Department of Education, Early Education Division, Attn: Appeals Coordinator, 1430 N Street, Suite 3410, Sacramento, CA 95814 | Phone: 916-322-6233 | Fax: 916-323-6853

SELECTION & ENROLLMENT PROCESS

Head Start Selection Criteria

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

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

Proof of Family Size

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

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

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

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

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

Types of Eligibility

- A current aid recipient
- Income eligible
- Experiencing homelessness
- The child is a recipient of child protective services, or are identified as at-risk of being abused, neglected, or exploited.
- Families who have a member of its household who is certified to receive benefits from Medi-Cal, CalFresh, the California Food Assistance Program, the California Special Supplemental Nutrition Program for Women, Infants, and Children, the federal Food Distribution Program on Indian Reservations, Head Start, Early Head Start, or any other designated means-tested government program, as determined by the department, will be categorically eligible.
- The child has a disability; only the children in the family with a disability may enroll under this eligibility category (New eligibility category)

State Selection Criteria / Waiting List

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

- First: Child protective services, or at-risk of abuse, neglect or exploitation
- Second: Admission priority based on adjusted gross monthly income & family size.

When multiple families are within the same ranking:

1. Child with Exceptional needs within same ranking is admitted first.
2. If number 1 is not applicable, then the child who is Dual Language within the same ranking should be admitted first.
3. If number 1 nor 2 are applicable, then the child with the oldest application date is admitted second.

State Admission Priority

1. Exceptional needs or severely disabled.
2. Dual Language Learners.
3. Entry with oldest application date.

Verifying Ongoing Eligibility

Recertification of eligibility is required every 24 months and not to exceed 24 months and a day of certified services. Families will be required to provide documentation to support ongoing eligibility and need for services and will be notified in advance of the recertification date.

Family Disenrollment

Abandonment of childcare starts at seven (7) consecutive days without notice. At 30th consecutive day without notice your child/family will be disenrolled from the program. The program does not allow families to be enrolled in the program if they are not using childcare.

SELECTION & ENROLLMENT PROCESS

Income Guidelines/Age Eligibility

HEAD START			COAS STATE PROGRAMS 85% SMI			COE STATE PROGRAM 90% SMI			CDE STATE PROGRAMS OVER 90% SMI	
Effective January 10, 2024			Effective July 1, 2024			Effective July 1, 2024			Effective July 1, 2024	
Family Size	Gross Annual Income	130%	Family Size	Upper Monthly Income	Gross Annual Income	Family Size	Upper Monthly Income	Gross Annual Income	Family Size	Gross Monthly Income
1	15,060	19,578								
2	20,440	26,572	1 to 2	6,598	79,143	1 to 2	7,759	93,110	1 to 2	8,923
3	25,820	33,566	3	7,472	89,660	3	8,790	105,482	3	10,109
4	31,200	40,560	4	8,742	104,544	4	10,249	122,993	4	11,787
5	36,580	47,554	5	10,106	121,371	5	11,889	142,672	5	13,673
6	41,960	54,548	6	11,500	137,998	6	13,529	162,350	6	15,559
7	47,340	61,542	7	11,781	141,134	7	13,837	166,040	7	15,912
8	52,720	68,536	8	12,023	144,270	8	14,144	169,730	8	16,266
9	58,100	75,530	9	12,284	147,407	9	14,452	173,420	9	16,619
10	63,480	82,524	10	12,545	150,543	10	14,759	177,109	10	16,973
11	68,860	89,518	11	12,807	153,679	11	15,067	180,799	11	17,327
12	74,240	96,512	12	13,068	156,816	12+	15,374	184,489	12+	17,680

Other Qualifying Factors: Homeless, Cash Aid Recipient, SNAP Recipient, Foster Children & Children with Disabilities

Other Qualifying Factors: CPS At-Risk, Homeless, Receiving Benefits from Certain Governmental Programs (including Head Start), or current Aid Recipient

Other Qualifying Factors: CPS At-Risk, Homeless, receiving benefits from certain governmental programs (including Head Start) or current Aid Recipient. In addition, families with a child who has exceptional needs regardless of income.

Other Qualifying Factors: CPS At-Risk, Homeless, receiving benefits from certain governmental programs (including Head Start) or current Aid Recipient. In addition, families with a child who has exceptional needs, regardless of income.

Note: For approved CDEP sites operating within the attendance boundary of a qualified Free & Reduced Priced Meal School, 4-year children whose families reside within the attendance boundary of a qualified FHPM elementary school may enroll without establishing eligibility or need until all eligible children are served.

AGE ELIGIBILITY:

KINDERGARTEN

Children turning 5 years of age on or before September 1, 2024.

TRANSITIONAL KINDERGARTEN

Children turning 5 years of age on or between September 2, 2024 and June 2, 2025.

HEAD START/STATE PRESCHOOL/HEAD START BLENDED/LAYERED

FOUR YEAR OLDS

Children turning 4 years of age on or before December 1, 2024.

THREE YEAR OLDS

Note: Outside of the below windows, a child may be enrolled on or after their 3rd birthday

Children turning 3 years of age on or before December 1, 2024.

SELECTION & ENROLLMENT PROCESS

Countable/Non-Countable Income Reference Sheet

Countable Income is income of individuals counted in the family size that shall be included when calculating the adjusted monthly income for purposes of determining income eligibility and family fees.

Non-Countable Income is income of individuals counted in the family size that shall be excluded when calculating the adjusted monthly income for purposes of determining income eligibility. Non-Countable Income is income of individuals counted in the family size that shall be excluded when calculating the adjusted monthly income for purposes of determining income eligibility and family fees.

- | | |
|---|---|
| 1. Gross wages or salary, commission, overtime, tips, bonuses, gambling or lottery winnings | 1. Earnings of child under eighteen (18) years |
| 2. Wages for migrant, agricultural, or seasonal work | 7. Loans |
| 3. CalWORKERS cash aid | 3. Grants or scholarships to students for educational purposes |
| 4. Gross income from self-employment less business expenses with the exception of wage draws | 4. Federal Supplemental Assistance Program (CalFRESH/SNAP) or Women, Infants and Children (WIC) benefits or other food assistance |
| 5. Disability or unemployment compensation | 5. Earned Income Tax Credit or tax refund |
| 6. Worker's compensation | 6. Foster care grants, payment or clothing allowances for children placed through child welfare services |
| 7. Spousal support, child support from the former spouse or absent parent, or financial assistance for housing costs or car payments paid as part of or in addition to spousal or child support | 7. Relative Caregiver Funding Program |
| 8. Survivor (i.e., SSA) and retirement benefits | 8. California Guaranteed Income Pilot Program |
| 9. Dividends, interest on bonds, income from estates or trusts, net rental income or royalties | 9. GI Bill entitlements, hardship or hazardous duty, hostile fire or immediate danger pay |
| 10. Rent for room within the family's residence | 10. Adoption assistance payments |
| 11. Financial assistance received for the care of a child living with an adult who is not the child's biological or adoptive parent | 11. Non-cash assistance or gifts |
| 12. Veteran's pension | 12. All income of any individual counted in the family size who is collecting federal Supplemental Security Income (SSI) or State Supplemental Program (SSP) benefits |
| 13. Pensions or annuities | 13. Insurance or court settlements including pain and suffering and excluding lost wages and punitive damages |
| 14. Inheritance | 14. Reimbursements for work-required expenses that include uniforms, mileage, or per diem expenses for food and lodging |
| 15. Allowances for housing or automobiles provided as part of compensation | 15. Business expenses for self-employed family members |
| 16. Insurance or court settlement for lost wages or punitive damages | 16. When there is no cash value to the employee, the portion of medical and/or dental insurance documented as paid by the employer and included in gross pay |
| 17. Net proceeds from the sale of real property, stocks or inherited property | 17. Disaster relief grants or payments, except any portion for rental assistance or unemployment |
| 18. Other enterprise for gain | 18. AmeriCorps Volunteers In Services to America (VISTA) and Federal Emergency Management Agency (FEMA) stipends, room and board, and grants |

SELECTION & ENROLLMENT PROCESS

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

Step 1: Complete Documentation & Orientation

Complete forms, gather documents listed on the checklist.

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

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

Step 2: Verify Eligibility

Attend in-person appointment at the preferred center location. Please note that you will be turned away if your packet/information is not complete at the time of your appointment.

SELECTION & ENROLLMENT PROCESS

Certification

Enrollment into the program is determined by specific family eligibility criteria. In addition, the family must live in California. Family's complete a certification process at initial enrollment and remain eligible until the end of the school year. The family will remain eligible for 24 months or until they are no longer age eligible. If the family is deemed ineligible at time of recertification, they will remain in the program for the remainder of the program year or until they are no longer age eligible, whichever comes first."

Family Data File

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

Proof of Residency

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

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

Exceptional Needs Child

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

- Individual Education Plan (IEP) or Infant & Family Service Plan (IFSP).
- Please understand you are responsible for keeping the program updated on any changes related to the IEP and/or IFSP.

Court Order

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

Health & Emergency Information

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



Sign in/Out

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

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

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

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

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

Late Pick-Up of Children

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



Attendance & Absences

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

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

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

Participants are expected to:

1. Know their currently approved/certified days & hours of care
2. Use care that is broadly consistent with certified days & hours of care

*Broadly consistent attendance is defined as care that reflects a pattern that is consistent with the participants certified level of services.

*Inconsistent attendance that is temporary in nature, such as when a child has an excused absence is not considered broadly inconsistent

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

Excused Absence

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

Unexcused Absence

- Child did not feel like coming to school
- Parent or child overslept
- Any absence not falling in the excused absence category
- Absences exceeding 10 "best interest" day limit
- Abandoned care (30 consecutive days of no show and contact)

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

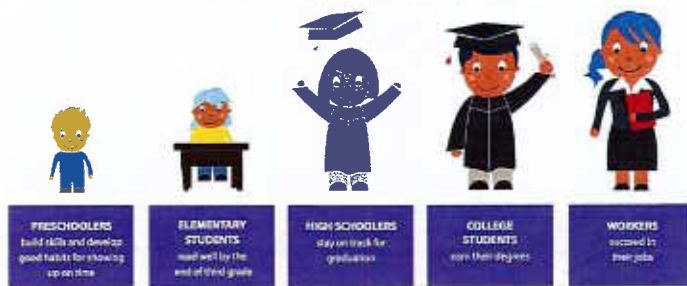
Parent determines that another activity is better for the child to attend, such as:

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

*There is no limitation to the number of Best Interest Days for children who are recipient of CPS/At Risk.

ATTEND TODAY, ACHIEVE TOMORROW

GOOD SCHOOL ATTENDANCE MEANS...



Too many absences—excused or unexcused—can keep students from succeeding in school and in life. How many are too many? 10% of the school year—that's 18 missed days or 2 days a month—can knock students off track.



POLICIES

Standards of Conduct - All Adults

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

The Standards of Conduct are as follows:

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

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

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

Code of Ethical Conduct

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

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

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

Child Supervision

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

Staff /Providers will:

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

Parents will:

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

Children will:

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

POLICIES

UNDERSTANDING ACTIVE SUPERVISION & CHILD SAFETY

WE WILL ASK YOU:

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



WANDERING/ELOPMENT



HIDING



PULLING AWAY OR FLEEING DURING CONFLICT

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

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

YOU SHOULD KNOW: WHAT IS DEVELOPMENTALLY APPROPRIATE?

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



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

POLICIES

UNDERSTANDING ACTIVE SUPERVISION & CHILD SAFETY

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

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

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

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

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

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

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



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

POLICIES

Classroom Visitors

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

The Adult Role in the Classroom

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

Adult Immunization Requirement

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

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

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

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

Holiday/Celebrations Policy

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

Clothing and Items from Home

Your child will be very active during classroom activities and should dress in comfortable and washable clothes. Shoes must be worn at all times. Tennis shoes are great. Please send a change of clothes for your child in case of a spill or accident. Please discuss your ideas for sharing home materials with your child's teacher ahead of time. Toy guns and knives are not allowed in the center. The center is not responsible for any lost or damaged personal items.



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POLICIES

Child Abuse Reporting

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

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

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

Infant and Child Car Seat

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

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

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

Active Supervision

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

Classroom Zoning

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

Child Count Board

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

Doors and Gates

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

Safe School Notice

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

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



Children with Special Health Needs

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

Pets

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

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POLICIES

Emergencies

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

Diapers

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

Napping

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

Safe Environments

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

Pictures

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

Procedures for Walking Your Child to Head Start Center

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

When you cross the street with your child:

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

POLICIES

Parent and Child Rights

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

Parents have the right to:

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

Children have the right to:

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

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

PARENT COMPLAINT PROCEDURES

COMMUNITY ACTION PARTNERSHIP OF MADERA COUNTY PARENT/COMMUNITY COMPLAINT FORM

- STEP 1: Discuss the issue with the person with whom you have an issue or concern within 30 days of the incident. If the individual with whom you have an issue/concern with is unable to resolve the matter to your satisfaction, proceed to step two.
- STEP 2: Request a Parent/Community Complaint Form from the Center Director/Site Supervisor/Teacher. Complete the form and include: a description of the problem, dates of occurrence, name of person/people involved, and possible solution. The completed form must be returned to the Center Director/Site Supervisor/Teacher within 5 working days of meeting with the individual with whom you have a concern. Request a meeting with the Center Director/Site Supervisor/Teacher to resolve the issue. If no resolution has resulted, then proceed to step three.
- STEP 3: Request an appointment with the Head Start Program Director within 5 working days of your meeting with the Center Director/Site Supervisor/Teacher. If the Head Start Program Director determines that the complaint is related to the Nutrition Program, the appropriate form will be given and assistance provided. The Head Start Program Director shall issue a written response to you within 5 days after the meeting. If no resolution has been reached, proceed to step four.
- STEP 4: Request a meeting with Community Action Partnership of Madera County Executive Director within 5 working days of receiving Head Start Program Director's decision. The Executive Director shall issue a written response to you within 5 working days after the meeting. If no resolution has been reached, proceed to step five.
- STEP 5: Request the issue to be presented to the Head Start Policy Council/Committee Executive Committee within 5 working days of receiving the Executive Director's decision. The Executive Committee shall issue a written response to you within 5 working days after the hearing. If no resolution has been reached, proceed to step six.
- STEP 6: You may request that the issue be brought to the attention of the full Policy Council/Committee within 3 working days of receiving the Executive Committee's decision. The Policy Council/Committee will hear the complaint and render a decision in writing within 5 working days of the hearing. (All materials and documents shall be forwarded for review). If you remain dissatisfied, proceed to step seven.
- STEP 7: An appeal to the Community Action Partnership of Madera County's Board of Directors Chairperson may be made in writing within 3 working days of receiving the Policy Council/Committee's decision. You must state the problem and desired solution. The Board of Directors shall hear the complaint and render a decision in writing within 5 working days of the hearing. (All materials and documents shall be forwarded for review).
- STEP 8: If you remain dissatisfied, you may file the complaint with the Administration for Children and Families Office, 50 United Nations Plaza, San Francisco, CA 9410.

Date: _____

Personnel about which complaint is issued:

Name: _____ Site Location: _____
Date of Incident: _____ Approximate Time of Incident: _____
Location of Incident: _____

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

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

State desired solution.

Person filing complaint: Name (Please Print): _____

Signed: _____

Date Submitted: _____

CALIFORNIA STATE PRESCHOOL PARENT COMPLAINT PROCEDURES

Disenrollment

Disenrollment Policy:

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

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

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

Grievance/Complaint Procedures

Complaints Regarding Program Staff:

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

Uniform Complaint Procedure:

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

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

CALIFORNIA STATE PRESCHOOL PARENT COMPLAINT PROCEDURES

Program Complaints (Disagree with Notice of Action):

Notice of Action –Parent Appeal Process

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

Step 1: Requesting Hearing

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

Community Action Partnership of Madera County
 Attention: Maru Gasca Sanchez
 1225 Gill Avenue
 Madera, CA 93637
 (559) 507-8029

Step 2: Schedule Hearing

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

Step 3: Conduct Hearing

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

Failure to comply with directions will result in the hearing being concluded and the contested action being taken. A parent designating an Authorized Representative to be present must inform Community Action Partnership of Madera County in writing prior to the hearing. Please do not bring people to the hearing unless they are a designated Authorized Representative. Children are not allowed to be present during the hearing. If parent fails to appear, it will be deemed that the parent has abandoned their appeal and care will end immediately.

CALIFORNIA STATE PRESCHOOL PARENT COMPLAINT PROCEDURES

Step 4: Hearing Decision

Hearing officer will send notification in writing, of the decision within 10 calendar days after the hearing. If parent disagrees with the written decision, they have 14 days from the date of the written decision to file an appeal with the

California Department of Education
Early Learning and Care Division
1430 N Street, Suite 3410
Sacramento, CA 95814-5901
Attn: Appeals Coordinator
Phone: 916-322-6233

The appeal to CDE must include a written statement specifying the reasons the parent believes the decision of Community Action Partnership of Madera County decision was incorrect, a copy of the decision letter and a copy of both sides of the NOA. Within 30 calendar days after the receipt of the appeal, ELCD will issue a written decision to you and the agency. Once ELCD has rendered a decision, the decision is final.

RESOURCES

CAPMC - RESOURCES

Community Services
559-673-9173
Energy Assistance
Weatherization
Drought Water Assistance Program

Child Care Alternative Payment Program and Resource & Referral

APP: 559-661-0779
R&R: 559-675-8469
Subsidized Child Care
Finding Quality Child Care
Child Care Initiative Project

Head Start
Madera: 559-673-0012
Fresno: 559-277-8641

Madera/Mariposa Regional Head Start
Madera/Migrant/Seasonal Head Start
Madera and Child Care Development (CMIIG)
California State Preschool Programs
Fresno Migrant & Seasonal Head Start

Strengthening Families Program
Positive Parenting Program
325 S Pine St. #103
Madera, CA 93637
559-416-5655

Victim Services
559-661-1000
Hotline: 1(800)355-8989
Martha Diaz Shelter
Domestic Violence
Rape/ Sexual Assault
Victim & Witness Services
24-Hour Crisis Hotline
Unserved/ Underserved

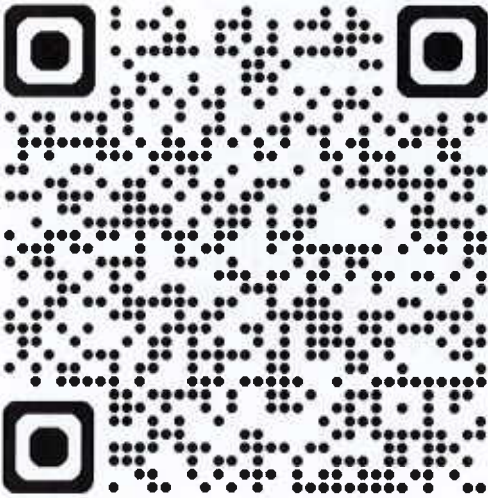
Other Resources
Crisis Line: 888.275.9799 or 559.673.3508
Central Valley Suicide Prevention Hotline: 1.888.506.5991
Crisis Text Line: 741-741

The Friendship Line: 800.971.0016. The Friendship Line for Older Adults, Ages 60+ or Family and Friends, A crisis intervention, support and resource line for older adults.

**MADERA HEAD START-CALIFORNIA
STATE PRESCHOOL PROGRAM/REGIONAL
HEAD START (CSPP/RHS)**

Parent Handbooks & Resource Directory

2024-2025



Parent Handbook

Resource Directory



Manual de Padres & Directorio de Recursos

2024-2025

Manual de Padres



Directorio de recursos



Report to the Policy Council

Agenda Item Number: F-4

Policy Council Meeting for: October 3, 2024

Author: Maritza Gomez-Zaragoza

DATE: September 26, 2024

TO: Madera/Mariposa Regional and Early Head Start Policy Council

FROM: Maritza Gomez-Zaragoza, Program Director

SUBJECT: Head Start No Fee Policy

I. RECOMMENDATIONS

Review and consider approving the Madera/Mariposa Regional and Early Head Start No Fee Policy per Head Start Performance Standards.

II. SUMMARY

Per Head Start Performance Standard 1302.18 states; Head Start programs must not prescribe any fee schedule or otherwise provide for the charging of any fees for participation in the program.

III. DISCUSSION

CAPMC Head Start has developed a policy that complies with the Head Start Performance Standards Policy on Fees. The program does not prescribe fees to any families regardless of their income. Although up to 10% of the families participating in the program exceeds the established Federal Income Guidelines, the program does not charge any of its services to the children and families.

Families enrolled into collaborated enrollment vacancies will be assessed a family fee, as applicable, based on the California Department of Education, Early Education and Support Division regulations. Collaborations between Migrant/Seasonal Head Start and California's Migrant Child Care allow for the following program and service enhancements: additional staff, lower ratios, more service days and hours, and comprehensive supports to children and families. Families may choose to wait for non-collaboration vacancies if plausible, or refuse enrollment and remain on the waiting list if no other vacancies or slot-types (i.e. collaborated vs. non-collaborated) exist at the time.

IV FINANCING:

None



Reporte al Consejo de Políticas

Numero de Agenda: F-4

Junta del Consejo de Políticas para: 3 de octubre de 2024

Autora: Maritza Gomez-Zaragoza

FECHA: 26 de septiembre de 2024

PARA: Consejo de Políticas de Head Start Regional y Early de Madera/Mariposa

DE: Maritza Gomez-Zaragoza, Directora del Programa

TEMA: Póliza de No Cuotas de Head Start

I. RECOMENDACION

Revisar y considerar aprobar la Póliza de No Cuotas para el Programa Head Start Regional y de Madera/Mariposa de acuerdo a las Normas de Cumplimiento de Head Start.

II. RESUMEN

Las Normas de Cumplimiento de Head Start 1302.18 indica lo siguiente, los programas de Head Start no debe establecer o de otra manera hacer provisiones para cobrar alguna cuota por la participación en el programa.

III. DISCUSION

- CAPMC Head Start ha desarrollado una póliza que cumple con las Normas del Cumplimiento Póliza de Cuotas. El Programa no establece cuotas para las familias sin tomar en cuenta sus ingresos. Aunque hasta el 10% de las familias que participan en el programa pueden exceder la guía de ingresos federales, el programa no cobra por ninguno de sus servicios a los niños y familias.
- Las Familias matriculadas en las inscripciones vacantes colaboradas recibirán una cuota familiar, según sea el caso, basado en el departamento de Educación de California, la educación temprana y apoyo a la división de los reglamentos. Las colaboraciones entre los migrantes/temporal de head start y el cuidado de niños migrantes de california permiten las siguientes mejoras de programa y servicio: Personal adicional, raciones (grupos) más bajos, más días y horas de servicio y apoyo integral a niños y familias. Las familias pueden optar por esperar vacancia sin colaboración si son plausibles, o rechazar la inscripción y permanecer en la lista de espera si no hay vacantes o más lugar en el momento. (Por ejemplo, colaborado contra no colaborado)

IV. FINANCIACION: Ninguno



**ELIGIBILITY, RECRUITMENT, SELECTION,
ENROLLMENT AND ATTENDANCE
POLICIES AND PROCEDURES**

Policy Number: 18	HSPPS: 1302.18	Page: 1 of 1
Effective Date: 11/7/16		
Policy Council Approval	Policy Committee Approval	Board of Directors Approval
Date:	Date:	Date:

SUBJECT: Policy on fees

PERFORMANCE OBJECTIVE: The Migrant/Seasonal and Regional Head Start Programs must not prescribe any fee schedule for participation in the program, 1302.18. The program is free to any family who meets the eligibility criteria outlined in 1302.12(c)(1)(i)(ii)(iii)(iv).

OPERATIONAL PROCEDURE:

1. Under no circumstance shall the Regional, Early or Migrant Head Start Program solicit, or in any other way condition a child's enrollment or participation in the program upon the payment of a fee.
2. Families enrolled into collaborated enrollment vacancies will be assessed a family fee, as applicable, based on the California Department of Education, Early Education and Support Division regulations. Collaborations between Migrant/Seasonal Head Start and California's Migrant Child Care allow for the following program and service enhancements: additional staff, lower ratios, more service days and hours, and comprehensive supports to children and families. Families may choose to wait for non-collaboration vacancies if plausible, or refuse enrollment and remain on the waiting list if no other vacancies or slot-types (i.e. collaborated vs. non-collaborated) exist at the time.
3. Parent participation is encouraged but parents are never forced to volunteer.
4. Parents are welcomed at the center and are considered vital partners in their child's care and education.
5. Parents will be encouraged to examine how the enrollment process is working in relationship to the requirements of 1302.18 and in understanding the program philosophy and the needs.

Forms Needed: N/A



ELIGIBILIDAD, RECLUTAMIENTO, SELECCION, MATRICULA Y ASISTENCIA POLIZAS Y PROCEDIMIENTOS

Numero de Poliza: 18	HSPPS: 1302.18	Pagina: 1 of 1
Fecha de Efectiva: 11/7/16		
Aprobación del Consejo de Políticas:	Aprobación del Comité de Políticas:	Aprobación de la Mesa de Directores:
Date:	Date:	Date:

TEMA: Póliza de Cuotas

FUNCION DEL OBJETIVO: Los Programas Regional/Migrante de Head Start no deben establecer ninguna guía de cuotas por participar en el programa. 1302.18 El programa es gratis para las familias que satisfacen el criterio de elegibilidad detallado en 1302.12(c)(1)(i)(ii)(iii)(iv).

PROCEDIMIENTO OPERACIONAL:

1. Bajo ninguna circunstancia deberán los Programas Regional, Early o Migrante de Head Start solicitar, o de alguna manera poner como condición el pago de una cuota para la participación o matrícula del niño en el programa.
2. Las familias matriculadas en las vacantes de inscripción colaborados serán evaluadas una cuota (costo) familiar, segunda corresponda, basado en el Departamento de Educación de California, Reglamentos de la División de Educación Temprana y Apoyo. Colaboraciones entre Head Start Migrante de California permiten las siguientes mejoras en el programa y servicio: personal adicional, proporción más bajas, mas días y horas de servicio y apoyo integral a niños y familias. Las familias pueden optar por esperar vacantes o colaboradas, si son plausibles, o rechazar la inscripción y permanecer en la lista de espera si no existen en ese momento.
3. La participación de los padres es sugerida pero nunca son forzados a ser voluntarios.
4. Los padres son bienvenidos en el centro y son considerados como compañeros vitales en el cuidado y educación de sus hijos.
5. Se les sugerirá a los padres a que examinen como trabaja el proceso de matrícula en relación con los requisitos de 1302.18 y el cómo entender la filosofía del programa y las necesidades de los niños y las familias.

Formas Necesarias: Ninguna

**Madera Regional/ Early Head Start Policy Committee
Staffing Changes - August 2024**

NEW HIRES

<u>EE ID #</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>	<u>Hours</u>	<u>Justification</u>
61472	Program Technician	Gill Office	8/12/2024	80	Open Position
61473	Program Technician-HR	Gill Office	8/20/2024	80	Open Position
61148	Health Services Technician	Gill Office	8/27/2024	80	Open Position
60523	Early Head Start Family Facilitator	Gill Office	8/27/2024	80	Open Position
61474	Instructional Aide I/Janitor	Fairmead	8/20/2024	80	Open Position

PROVISIONAL

<u>EE ID #</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>	<u>Hours</u>	<u>Justification</u>
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SUBSTITUTES

<u>EE ID #</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>	<u>Hours</u>	<u>Justification</u>
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CONTRACT EMPLOYEE

<u>EE ID #</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>	<u>Hours</u>	<u>Justification</u>
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VOLUNTARY RESIGNATIONS

<u>EE ID #</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>	<u>Hours</u>	<u>Justification</u>
61317	Area Manager	Gill Office	8/2/2024	80	Resignation
61306	Area Manager	Gill Office	8/13/2024	80	Resignation

TERMINATION

<u>EE ID #</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>	<u>Hours</u>	<u>Justification</u>
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CAPMC

Comite de Politicas de Head Start Regional Cambios del Personal - agosto 2024

NUEVOS EMPLEADOS

# DE ID EE	Posición	Ubicación	Fecha de Efectividad	Horas	Justificación
61472	Program Technician	Gill Office	8/12/2024	80	Posición abierta
61473	Program Technician-HR	Gill Office	8/20/2024	80	Posición abierta
61148	Técnico de servicios de salud	Gill Office	8/27/2024	80	Posición abierta
60523	Early Head Start Facilitador de Familias	Gill Office	8/27/2024	80	Posición abierta
61474	Asistente de maestra I	Fairmead	8/20/2024	80	Posición abierta

PROVISIONAL

# DE ID EE	Posición	Ubicación	Fecha de Efectividad	Horas	Justificación
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SUBSTITUTO

# DE ID EE	Posición	Ubicación	Fecha de Efectividad	Horas	Justificación
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EMPLEADO POR CONTRATO

# DE ID EE	Posición	Ubicación	Fecha de Efectividad	Horas	Justificación
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RENUNCIA VOLUNTARIA

# DE ID EE	Posición	Ubicación	Fecha de Efectividad	Horas	Justificación
61317	Gerente de área	Gill Office	8/2/2024	80	Renuncia
61306	Gerente de área	Gill Office	8/13/2024	80	Renuncia

TERMINO DE EMPLEO

# DE ID EE	Posición	Ubicación	Fecha de Efectividad	Horas	Justificación
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MBNA America Business Card
 Credit Card Charges
August / agosto 2024 Statement
Maritza Gomez / Regional & Migrant Head Start

Date of Transaction	Purchase Order #	Name of Vendor	Description	Amount	Account Charged	Receipt
07/08/2024	NA	Chipotle	Fresno PC Training meal	\$152.63	331.0-7116-3.3-000-00	Yes
07/10/2024	NA	West Coast Sourdough	MHS PC Meeting meal	\$123.32	321.0-7116-3.2-000-00	Yes
07/10/2024	NA	Skill Paths	Training	\$199.00	321.0-6742-3.2-000-00	Yes
07/10/2024	NA	Black Bear Dinner	Fresno PC Meeting meal	\$87.07	331.0-7116-3.3-000-00	Yes
07/15/2024	NA	Black Bear Dinner	Breakfast for Advocate preservice	\$226.00	310.0-6121-3.1-000-00	Yes
07/16/2024	NA	Trifoia	Infant Toddler ePyramid Module Package course	\$49.00	311.0-6130-3.1-000-00	Yes
07/19/2024	NA	Zoom	Video Conferencing system	\$15.99	311.0-6130-3.1-000-00 50%(\$7.99) 321.0-6130-3.2-000-00 50%(\$8.00)	Yes
07/21/2024	NA	Zoom	Video Conferencing system	\$15.99	331.0-6130-3.3-000-00	Yes
07/26/2024	NA	Hilton	Hotel reservation hold	\$336.26	310.0-6714-3.1-000-00 50%(\$168.13) 330.0-6714-3.3-000-00 50%(\$168.13)	No
07/26/2024	NA	Hilton	Hotel reservation hold	\$336.26	310.0-6714-3.1-000-00 50%(\$168.13) 330.0-6714-3.3-000-00 50%(\$168.13)	No
08/01/2024	NA	Raising Canes	Lunch for Site Supervisor Preservice	\$201.92	310.0-6121-3.1-000-00	Yes
08/01/2024	NA	Deli Delicious	RHS PC Meeting meal	\$54.66	309.0-6130-3.1-012-00	Yes
TOTAL				\$1,798.10		

Comments: I certify that the items and charges above are true and correct and that the charges inquired have been for business purposes only. Receipts are attached (if available).

 Maritza Gomez, Head Start Director

 Date

MBNA America Business Card
 Credit Card Charges
September / septiembre 2024 Statement
Maritza Gomez / Regional Head Start

Date of Transaction	Purchase Order #	Name of Vendor	Description	Amount	Account Charged	Receipt
08/02/2024	26621	Luisito's Taquitos	Lunch for RHS Preservice	\$1,236.78	310.0-6121-3.1-000-00	Yes
08/03/2024	NA	Venngage.com	Monthly subscription for flyer software	\$10.30	311.0-6130-3.1-000-00 37% 312.0-6130-3.1-000-00 5%	Yes
08/09/2024	NA	Office Depot	Green Center Files	\$404.22	311.0-6110-3.1-000-00	Yes
08/16/2024	NA	Zoom	Video Conferencing system	\$319.80	371.0-6130-3.1-000-00	Yes
08/19/2024	NA	Zoom	Video Conferencing system	\$7.99	311.0-6130-3.1-000-00 50%	Yes
08/27/2024	NA	Lyft	Transportation from airport to hotel (NCAP conf.)	\$37.60	311.0-6130-3.1-000-00 50%	Yes
09/03/2024	NA	Beaconstac Pro	QR code creator program annual subscription	\$205.80	311.0-6130-3.1-000-00	Yes
09/03/2024	NA	Venngage.com	Monthly subscription for flyer software	\$10.30	311.0-6130-3.1-000-00 30% 312.0-6130-3.1-000-00 5%	No
TOTAL				\$2,232.79		

Comments: I certify that the items and charges above are true and correct and that the charges incurred have been for business purposes only. Receipts are attached (if available).

 Maritza Gomez, Head Start Director

 Date

Madera Regional Head Start

Budget to Actual

August 31, 2024

Account	Grant	Current	Current Mth	Prior Mth				
Description	Budget	Period	YTD	YTD	% Spent	YTD Encumbered	Actual + Encumbered	Balance
Revenues								
4110- GRANT INCOME-FEDERAL	\$ 4,499,507	604,312.02	858,500.97	254,188.95	24%	239,384.89	1,097,885.86	3,401,621.14
4210- DONATIONS	-	-	-	-	0%	-	-	-
4220- IN KIND CONTRIBUTIONS	\$ 1,136,383	41,662.55	81,043.97	39,381.42	7%	-	81,043.97	1,055,339.03
4330- SALE OF ASSETS	-	-	-	-	0%	-	-	-
4350- RENTAL INCOME	-	-	-	-	0%	-	-	-
4390- MISC INCOME	-	-	-	-	0%	-	-	-
Total Revenues	\$ 5,635,890	645,974.57	897,882.39	293,570.37	16%	239,384.89	1,178,929.83	4,456,960.17
5010 SALARIES & WAGES	\$ 1,993,828	350,836.46	443,908.35	93,071.89	22%	-	443,908.35	1,549,919.65
5019- SALARIES & WAGES C19	\$ -	-	-	-	0%	-	-	-
5020 ACCRUED VACATION PAY	\$ 154,380	20,775.19	26,217.30	5,442.11	17%	-	26,217.30	128,162.70
5112 HEALTH INSURANCE	\$ 333,462	33,905.79	46,059.52	12,153.73	14%	-	46,059.52	287,402.48
5114 WORKER'S COMPENSATION	\$ 66,592	8,904.19	11,654.44	2,750.25	18%	-	11,654.44	54,937.56
5115- Worker's Compensation C19	\$ -	-	-	-	0%	-	-	-
5116 PENSION	\$ 111,290	15,665.56	20,078.62	4,413.06	18%	-	20,078.62	91,211.38
5117- Pension C19	\$ -	-	-	-	0%	-	-	-
5121- FICA C19	\$ -	-	-	-	0%	-	-	-
5122 FICA	\$ 159,095	26,808.33	34,159.69	7,351.36	21%	-	34,159.69	124,935.31
5123- SUI C19	\$ -	-	-	-	0%	-	-	-
5124 SUI	\$ 34,782	608.12	978.26	370.14	3%	-	978.26	33,803.74
5130 ACCRUED VACATION FRINGE	\$ 12,319	1,588.18	2,004.50	416.32	16%	-	2,004.50	10,314.50
6110 OFFICE SUPPLIES	\$ 18,900	506.90	1,478.64	971.74	27%	3,547.81	5,026.45	13,873.55
6112 DATA PROCESSING	\$ 61,800	5,616.44	11,618.23	6,001.79	26%	4,242.99	15,861.22	45,938.78
6121 FOOD	\$ 5,000	-	-	-	0%	-	-	5,000.00
6122 KITCHEN SUPPLIES	\$ 5,000	-	-	-	0%	-	-	5,000.00
6130 PROGRAM SUPPLIES	\$ 74,000	5,470.00	8,552.92	3,082.92	42%	22,179.10	30,732.02	43,267.98
6132 MEDICAL & DENTAL SUPPLIES	\$ 500	3,621.03	3,621.03	-	880%	780.29	4,401.32	(3,901.32)
6134 INSTRUCTIONAL SUPPLIES	\$ 19,500	65.73	65.73	-	0%	-	65.73	19,434.27
6140 CUSTODIAL SUPPLIES	\$ 24,000	246.21	946.15	699.94	4%	-	946.15	23,053.85
6142 LINEN/LAUNDRY	\$ 140	-	-	-	0%	-	-	140.00
6150 UNIFORM RENTAL/PURCHASE	\$ 450	-	-	-	0%	-	-	450.00
6170 POSTAGE & SHIPPING	\$ 600	23.98	62.35	38.37	10%	-	62.35	537.65
6180 EQUIPMENT RENTAL	\$ 25,956	2,731.05	5,239.55	2,508.50	20%	-	5,239.55	20,716.45
6181 EQUIPMENT MAINTENANCE	\$ 20,580	570.90	2,514.16	1,943.26	12%	-	2,514.16	18,065.84
6221 EQUIPMENT OVER >\$5000	\$ 185,000	-	-	-	95%	176,381.79	176,381.79	8,618.21
6231- BUILDING RENOVATION	\$ -	-	-	-	0%	-	-	-
6310 PRINTING & PUBLICATIONS	\$ 15,000	6,707.34	6,707.34	-	45%	-	6,707.34	8,292.66
6312 ADVERTISING & PROMOTION	\$ 200	-	-	-	175%	350.00	350.00	(150.00)
6320 TELEPHONE	\$ 165,828	15,067.45	36,189.48	21,122.03	22%	-	36,189.48	129,638.52
6410 RENT	\$ 204,058	21,517.01	55,951.03	34,434.02	27%	-	55,951.03	148,106.97
6420 UTILITIES/ DISPOSAL	\$ 107,436	6,220.78	15,558.32	9,337.54	14%	-	15,558.32	91,877.68
6432 BUILDING REPAIRS/ MAINTEN	\$ 38,880	6,146.78	8,318.05	2,171.27	21%	-	8,318.05	30,561.95
6433 GROUNDS MAINTENANCE	\$ 31,212	3,734.67	6,996.15	3,261.48	22%	-	6,996.15	24,215.85
6435 BUILDING IMPROVEMENTS	\$ -	-	-	-	0%	-	-	-

Madera Regional Head Start
Budget to Actual
August 31, 2024

Account	Grant	Current	Current Mth	Prior Mth			YTD	Actual +	
Description	Budget	Period	YTD	YTD	% Spent	Encumbered	Encumbered	Balance	
6436 PEST CONTROL	\$ 7,188	704.72	2,212.19	1,507.47	31%	-	2,212.19	4,975.81	
6437 BURGLAR & FIRE ALARM	\$ 3,915	129.60	346.53	216.93	52%	1,695.00	2,041.53	1,873.47	
6440 PROPERTY INSURANCE	\$ 32,915	1,192.84	3,578.52	2,385.68	11%	-	3,578.52	29,336.48	
6520 CONSULTANTS	\$ -	117.00	253.50	136.50	0%	-	253.50	(253.50)	
6522 CONSULTANT EXPENSES	\$ -	-	-	-	0%	-	-	-	
6524 CONTRACTS	\$ 49,000	-	-	-	0%	-	-	49,000.00	
6530 LEGAL	\$ 5,000	3,203.40	3,203.40	-	64%	-	3,203.40	1,796.60	
6540 CUSTODIAL SERVICES	\$ 10,836	2,175.00	2,775.00	600.00	26%	-	2,775.00	8,061.00	
6555 MEDICAL SCREENING/DEAT/ST	\$ 2,400	390.00	390.00	-	16%	-	390.00	2,010.00	
6562 MEDICAL EXAM	\$ -	-	-	-	0%	-	-	-	
6564 MEDICAL FOLLOW-UP	\$ -	-	-	-	0%	-	-	-	
6566 DENTAL EXAM	\$ -	-	-	-	0%	-	-	-	
6568 DENTAL FOLLOW-UP	\$ -	-	-	-	0%	-	-	-	
6610 GAS & OIL	\$ 12,000	1,091.75	2,879.70	1,787.95	24%	-	2,879.70	9,120.30	
6620 VEHICLE INSURANCE	\$ 27,000	1,782.35	5,347.05	3,564.70	20%	-	5,347.05	21,652.95	
6640 VEHICLE REPAIR & MAINTENA	\$ 9,000	1,312.90	4,070.57	2,757.67	45%	-	4,070.57	4,929.43	
6712 STAFF TRAVEL-LOCAL	\$ 6,500	360.20	803.80	443.60	12%	-	803.80	5,696.20	
6714 STAFF TRAVEL-OUT OF AREA	\$ 16,580	37.60	37.60	-	0%	-	37.60	16,542.40	
6722 PER DIEM - STAFF	\$ -	-	-	-	0%	-	-	-	
6724 PER DIEM - PARENT	\$ -	-	-	-	0%	-	-	-	
6730 VOLUNTEER TRAVEL	\$ -	-	-	-	0%	-	-	-	
6742 TRAINING - STAFF	\$ 12,000	-	3,112.00	3,112.00	26%	-	3,112.00	8,888.00	
6744 TRAINING VOLUNTEERS	\$ 5,000	-	-	-	0%	-	-	5,000.00	
6746 TRAINING PARENTS	\$ -	-	-	-	0%	-	-	-	
6748 EDUCATION REIMBURSEMENT	\$ 10,500	-	-	-	0%	-	-	10,500.00	
6750 FIELD TRIPS	\$ -	-	-	-	0%	-	-	-	
6810 BANK CHARGES	\$ -	-	-	-	0%	-	-	-	
6820 INTEREST CHARGES	\$ -	-	-	-	0%	-	-	-	
6832 LIABILITY INSURANCE	\$ 336	-	28.06	28.06	8%	-	28.06	307.94	
6834 STUDENT ACTIVITY INSURANC	\$ 2,084	-	237.05	237.05	11%	-	237.05	1,846.95	
6840 PROPERTY TAXES	\$ 293	141.85	141.85	-	48%	-	141.85	151.15	
6850 FEES & LICENSES	\$ 31,000	2,757.00	6,722.17	3,965.17	55%	10,240.88	16,963.05	14,036.95	
6851 CPR FEES	\$ -	-	-	-	0%	-	-	-	
6852 FINGER PRINTING	\$ 3,200	148.00	148.75	0.75	5%	-	148.75	3,051.25	
6860 DEPRECIATION EXPENSE	\$ -	-	-	-	0%	-	-	-	
6870 EMPLOYEE RECOGNITION	\$ -	-	-	-	0%	-	-	-	
6875- EMPLOYEE HEALTH & WELFARE COSTS	\$ 20,000	770.99	1,099.89	328.90	5%	-	1,099.89	18,900.11	
6880 VOLUNTEER RECONGNITION	\$ -	-	-	-	0%	-	-	-	
6892 CASH SHORT / OVER	\$ -	-	-	-	0%	-	-	-	
7110 PARENT ACTIVITIES	\$ -	-	-	-	0%	-	-	-	
7111 PARENT MILEAGE	\$ 500	55.87	115.64	59.77	23%	-	115.64	384.36	
7112 PARENT INVOLVEMENT	\$ 1,400	-	-	-	0%	-	-	1,400.00	
7114 PPC ALLOWANCE	\$ 1,200	195.00	375.00	180.00	31%	-	375.00	825.00	
7115 PPC FOOD ALLOWANCE	\$ -	(133.20)	-	133.20	0%	-	-	-	
7116 POLICY COUN. FOOD ALLOWAN	\$ -	133.20	133.20	-	0%	-	133.20	(133.20)	
8110 IN KIND SALARIES	\$ 136,819	21,916.00	21,944.32	28.32	16%	-	21,944.32	114,874.68	
8120 IN KIND RENT	\$ 318,251	19,676.55	59,029.65	39,353.10	19%	-	59,029.65	259,221.35	
8130 IN KIND - STATE	\$ 681,313	70.00	70.00	-	0%	-	70.00	681,243.00	
9010 INDIRECT COST ALLOCATION	\$ 359,872	50,407.86	71,609.69	21,201.83	25%	19,967.03	91,576.72	268,295.28	
Total Expenses	\$ 5,635,890	645,974.57	897,882.39	293,570.37	21%	239,384.89	1,178,929.83	4,456,960.17	

Madera Regional Head Start

Budget to Actual
August 31, 2024

Account	Grant	Current	Current Mth	Prior Mth				
Description	Budget	Period	YTD	YTD	% Spent	YTD Encumbered	Actual + Encumbered	Balance
Excess Revenue Over (Under) Expenditures	\$ -	-	-	-				
		553,904.16	745,228.73	232,987.12				\$111,651.62
		50,405.28	67,815.81	21,201.83				11.63%
								LIMIT IS 15%
							YTD Contract %	24.99%

REGIONAL AUGUST 2024-AGOSTO 2025

2024-2025 CENTER IN-KIND SUMMARY REPORT

CENTER	BUDGET	PREVIOUS TOTAL	CURRENT TOTAL	Y-T-D TOTAL	REMAINING IN-KIND NEEDED	Percent
Chowchilla	\$ 10,122.19	\$0.00	\$13,127.62	\$13,127.62	(\$3,005.43)	130%
Cottonwood	\$ 5,212.17	\$0.00	\$4,631.97	\$4,631.97	\$580.20	89%
Eastside	\$ 3,542.17	\$0.00	\$0.00	\$0.00	\$3,542.17	0%
Fairmead	\$ 3,056.76	\$0.00	\$280.26	\$280.26	\$2,776.50	9%
Mariposa	\$ 5,212.17	\$0.00	\$0.00	\$0.00	\$5,212.17	0%
Mis Tesoros	\$ 4,475.67	\$14.16	\$0.00	\$14.16	\$4,461.51	0%
North Fork	\$ 4,475.67	\$0.00	\$188.99	\$188.99	\$4,286.68	4%
Oakhurst	\$ 3,984.67	\$0.00	\$55.08	\$55.08	\$3,929.59	1%
Ruth Gonzales	\$ 5,212.17	\$14.16	\$0.00	\$14.16	\$5,198.01	0%
Valley West	\$ 7,667.18	\$0.00	\$308.68	\$308.68	\$7,358.50	4%
Verdell McKelvey	\$ 7,667.18	\$0.00	\$1,314.78	\$1,314.78	\$6,352.40	17%
Office		\$0.00		\$0.00	\$0.00	0%
Rent	\$ 318,251.00	\$39,353.10	\$19,676.55	\$59,029.65	\$259,221.35	19%
State Collaboration	\$1,091,317.00	\$0.00	\$100,351.00	\$100,351.00	\$990,966.00	9%
TOTAL IN-KIND	\$ 1,470,196.00	\$39,381.42	\$139,934.93	\$179,316.35	\$1,290,879.65	12%

A. YTD In-Kind \$179,316.35

B. Contracted In-Kind \$1,470,196.00

C. Percent YTD In-Kind 12.20%
Contract Amount

*This total (A.) should equal the "YTD Total" of the Regional Summary Sheet for the matching month

IN-KIND MONTHLY SUMMARY REPORT

Month

August

Year

2024

CATEGORY	BUDGET	PREVIOUS TOTAL	CURRENT TOTAL	Y-T-D TOTAL	REMAINING IN-KIND NEEDED
NON-FEDERAL CASH					
Volunteer Services/Servicios Voluntarios	158,104.00	14,663.87	39,852.84	54,516.71	103,587.29
A. Professional Services/Servicios Profesionales	-	-		-	-
B. Center Volunteers/Voluntarios en el Centro	155,652.00	14,663.87	39,852.84	54,516.71	101,135.29
C. Other/Policy Council/Otro/Comité de Póliza	2,452.00	-		-	2,452.00
Donated Food/Comida Donada	-	-		-	-
Donated Supplies/Materiales Donado	1,655.00	-		-	1,655.00
Donated Equipment	-	-		-	-
Donated Bus Storage	-	-		-	-
Donated Space/Sitio Donado	-	-		-	-
Transportation/ Transportación	-	-		-	-
TOTAL IN-KIND	159,759.00	14,663.87	39,852.84	54,516.71	105,242.29
Grand Total	159,759.00	14,663.87	39,852.84	54,516.71	105,242.29

B. Contracted In-Kind \$ 54,516.71

C. Percent Y-T-D In-Kind 34.12%

COMMUNITY ACTION PARTNERSHIP OF MADERA COUNTY
 REGIONAL HEAD START including BLENDED CSPP STATE PROGRAM
 INCOME CALCULATIONS
 August-2024

FREE MEALS	172		127
REDUCED	0		0
BASE	0		0
TOTAL	172		127

PERCENTAGES:

FREE	100.0000%		100.0000%
REDUCED	0.0000%		0.0000%
BASE	0.0000%		0.0000%
TOTAL	100.0000%		100.0000%

MEAL	#		%		RATE	=	
BREAKFAST:	1,462	X	100.0000%	X	\$2.3700		\$3,464.94
LUNCH:	1,673	X	100.0000%	X	\$4.4300		\$7,411.39
SUPPLEMENTS:	323	X	100.0000%	X	\$1.2100		\$390.83

	3,458	TOTAL FEDERAL REIMBURSEMENT		\$11,267.16
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CASH IN LIEU:		LUNCHES X \$0.3000		\$501.90
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TOTAL REIMBURSEMENT				\$11,769.06
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STATE REIMBURSEMENTS: MEAL DESCRIPTION	MEALS		STATE RATE		% ALLOC	TOTAL STATE EARNINGS
TOTAL BREAKFAST	1,462	X	\$0.2137	X	100%	\$312.43
TOTAL LUNCHES	1,673	X	\$0.2137	X	100%	\$357.52
TOTAL:						\$669.95

TOTAL OF FEDERAL & STATE REIMBURSEMENTS:				\$12,439.01
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	Breakfast	Lunch	Snack	Total
RHS	168	1,673	323	2,164
CSPP	1,294	-	-	1,294
	1,462	1,673	323	3,458

	RHS	CSPP	Total
TOTAL FEDERAL REIMBURSEMENT:	\$8,200.38	\$3,066.78	\$11,267.16
CASH IN LIEU:	\$501.90	\$0.00	\$501.90
TOTAL STATE REIMBURSEMENTS:	\$312.43	\$357.52	\$669.95
	\$9,014.71	\$3,424.30	\$12,439.01

ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-OHS-IM-24-02	2. Issuance Date: 06/27/2024
	3. Originating Office: Office of Head Start	
	4. Key Words: Monitoring; FY 2025; CLASS®	

INFORMATION MEMORANDUM

TO: All Head Start and Early Head Start Recipients

SUBJECT: Fiscal Year 2025 Monitoring Process for Head Start and Early Head Start Recipients

INFORMATION:

[Section 641A](#) of the Improving Head Start for School Readiness Act of 2007 (the Act) requires the Office of Head Start (OHS) to implement ongoing monitoring of all programs receiving federal funds.

This Information Memorandum (IM) outlines the OHS monitoring process for fiscal year 2025 (FY25). It describes the types of monitoring reviews that recipients may experience, highlighting Focus Area 1 (FA1), Focus Area 2 (FA2), Classroom Assessment Scoring System (CLASS®), Risk Assessment Notification (RAN), and unannounced reviews.

FY25 Monitoring Review Types and Start Dates

Review Type*	FY25 Implementation Format	Start Date
FA1	FA1 reviews are conducted through a virtual format.	October 2024
FA2	FA2 reviews are conducted using a combination of virtual and on-site monitoring.	October 2024
CLASS®	CLASS reviews are conducted again this year using either self-recorded videos or onsite formats.	October 2024
Follow-up Reviews	Follow-up reviews are conducted virtually or in person.	Start dates will coincide with the end of the corrective action period.
RAN	RAN reviews are conducted through a virtual format.	As needed
Other	Special reviews may be conducted at any time, on site or virtually, without notice.	As needed

* Monitoring reviews may be conducted with or without prior notification to the recipient. OHS reserves the right to conduct unannounced reviews at any time.

FA1 Reviews

The FA1 review is an opportunity for recipients to describe their approach and plan for providing high-quality services to children and families. It typically occurs in the first or second year of the grant period. This focus area determines if programs are meeting the requirements of the Head Start Program Performance Standards (HSPPS), Uniform Guidance, and Head Start Act. The FA1 informs OHS' understanding of each recipient's foundation for program services — staffing structure, program design and governance, education, health and family services, and fiscal infrastructure. The FA1 review also allows OHS to assist recipients in fulfilling application commitments, provide resources to address any identified issues, and support recipients in reaching their goals.

FA2 Reviews

The FA2 review is an opportunity for recipients to demonstrate their implementation of high-quality services to children and families that meet Head Start requirements. It typically occurs in the third or fourth year of a grant period. This focus area broadens OHS' understanding of each recipient's performance and determines if programs are meeting the requirements of the HSPPS, Uniform Guidance, and Head Start Act.

CLASS® Reviews

Section 641A(c)(2)(F) of the Act requires OHS to assess the quality of teacher-child interactions using a valid and reliable observation measure. For the upcoming FY25 monitoring year, OHS will continue to use the 2008 edition of the Classroom Assessment Scoring System (CLASS®) Pre-K Teacher-Child Observation Instrument. Scores from CLASS observations will count toward Designation Renewal System (DRS) determinations using the competitive thresholds established in the [Final Rule on DRS Changes](#).

For FY25, recipients that are scheduled for a CLASS monitoring review will have the option to self-record and submit their own videos (Video Review) or request a traditional on-site review with certified CLASS observers (On-site Review).

American Indian and Alaska Native (AIAN) Head Start programs have the option to do a self-review for the CLASS. OHS will transmit a letter to AIAN grant recipients with additional information on this option.

All recipients will have the opportunity to attend information sessions specifically developed to discuss FY25 CLASS options, including a group of sessions convened specifically for American Indian and Alaska Native recipients.

RAN Reviews

OHS conducts Risk Assessment Notification reviews, as necessary, to address child health and safety incidents. They are initiated when OHS needs to gather more information about significant incidents

affecting program participants' health and safety. These reviews have a specific focus on abuse, neglect, inappropriate conduct, inadequate supervision, or unauthorized releases in Head Start programs.

RAN reviews:

- Ensure prompt and accurate reporting of serious incidents
- Investigate contributing program or management factors
- Communicate necessary corrective actions
- Provide feedback to improve program management and prevent future incidents

Other Reviews

Special reviews are conducted, as needed, to explore concerns outside of the typical FA1 or FA2 schedule. OHS reserves the right to conduct unannounced reviews at any time.

Scheduling

Each year, recipients are required to submit an accurate calendar of availability, which is used to schedule monitoring reviews. The availability calendar also gives recipients a way to inform OHS as to when their program is not operational and when children are not in session. Recipients should immediately update their calendars as changes in program availability occur. Please note that OHS has very limited capacity to accommodate requests to reschedule reviews and can only do so under exceptional circumstances.

Monitoring reviews can also be conducted with or without prior notification to the recipient that it will take place.

Communications

Recipients scheduled to receive a monitoring review in FY25 will receive a notification letter 45 calendar days before the start of the event. They can also expect a planning call with their assigned coordinator to discuss their review. During the initial call, recipients should share their program's current service delivery options. OHS Review Reports are typically issued within 60 calendar days of the monitoring review.

If you have any questions regarding the FY25 monitoring season, please contact your regional office.

Thank you for the work you do on behalf of children and families.

Sincerely,

/Khari M. Garvin/

Khari M. Garvin
Director
Office of Head Start

ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-OHS-PI-24-05	2. Issuance Date: 08/21/2024
	3. Originating Office: Office of Head Start	
	4. Key Words: Head Start Workforce; Wages; Benefits; Mental Health; Quality Improvement	

PROGRAM INSTRUCTION

TO: All Head Start Preschool and Early Head Start Grant Recipients

SUBJECT: Final Rule on Supporting the Head Start Workforce and Consistent Quality Programming

INSTRUCTION:

On August 21, 2024, the Administration for Children and Families (ACF) published a final rule in the Federal Register, [Supporting the Head Start Workforce and Consistent Quality Programming](#). The rule updates the Head Start Program Performance Standards (the Performance Standards) to increase support and stability for the Head Start workforce. The changes also improve the quality of services Head Start programs provide to children and families.

The Office of Head Start (OHS) first proposed these changes in a notice of proposed rulemaking (NPRM), published on November 20, 2023. During the NPRM comment period, OHS received approximately 1,300 public comments, including from Head Start programs; national, regional, and state Head Start associations, labor unions; research organizations; individual Head Start staff and families; and members of the U.S. Congress. The final rule takes into consideration and is responsive to the public comments.

The updated Performance Standards respond to structural concerns affecting the sustainability of Head Start programs. They provide clear federal requirements for:

- Wages and benefits to support the Head Start workforce
- Better integration of mental health across all aspects of Head Start programming
- Quality improvement and clarity of requirements in other topic areas

The final rule is effective immediately. Programs are expected to comply with some of the updated requirements 60 days after the rule is published (October 21, 2024). Programs are granted more time to comply with several requirements, including new wage and benefit requirements, as noted in the Effective and Compliance Dates section of the rule.

Workforce

This rule supports Head Start programs in maintaining a diverse and well-qualified workforce by ensuring staff are more fairly compensated, which in turn promotes more stable, higher-quality services for enrolled children and families. Previously, the Performance Standards did not include any specific requirements for staff wages or benefits, which has generally led to low compensation for staff and high staff turnover rates for programs.

Staff Wages

The updated Performance Standards require programs to provide competitive wages for staff by August 1, 2031. Specifically, the rule will require programs to establish or update a pay scale for all positions. It will also require programs to pay Head Start educators annual salaries that are comparable to public school preschool teachers or 90% of public kindergarten teachers, accounting for responsibilities, qualifications, experience, and work schedule. The updated Performance Standards will also require programs to pay all staff a wage sufficient to cover basic costs of living and to ensure wages are comparable across Head Start Preschool and Early Head Start programs.

The final rule includes a small agency exemption for Head Start agencies with fewer than 200 funded slots. These small agencies must develop a pay scale for all employees and make measurable improvements in wages for staff over time. However, small agencies are not required to pay wages that are comparable to public school preschool teachers (or 90% of public kindergarten teachers), nor are they required to comply with the pay floor policy described above.

The final rule includes flexibility for the Secretary of the Department of Health and Human Services to establish in 2028 a waiver process for most of the rule's wage requirements, if needed, due to low appropriations over the prior four years. The waiver would be for programs that are already meeting quality benchmarks and would otherwise have to reduce enrolled Head Start slots to implement these requirements.

Staff Benefits

By August 1, 2028, the updated Performance Standards will require programs to provide or facilitate access to high-quality affordable health care coverage; offer paid leave; and offer access to short-term, free or minimal-cost behavioral health services for fulltime staff. For part-time staff, programs will be required to facilitate access to high-quality, affordable health care coverage. Programs will also be required to facilitate access to affordable child care and to the Public Service Loan Forgiveness program or other applicable student loan debt relief programs for any eligible staff members.

The final rule also includes flexibility for small agencies with 200 or fewer funded slots. As with wages, these small agencies must still make measurable improvements in benefits for Head Start staff over time.

Staff Wellness

The updated Performance Standards require programs to cultivate a culture of wellness that empowers staff as professionals and supports them to effectively accomplish daily job responsibilities in a high-quality manner. As part of this larger effort to promote the wellness of Head Start staff, by August 1, 2027, programs must provide each staff member with regular breaks during their work shifts that are of adequate length based on hours worked.

Mental Health

In the updated Performance Standards, mental health is integrated more intentionally and consistently across program systems to better support children, families, and staff. Programs are required to take a multidisciplinary approach to foster a program-wide culture of wellness. The Performance Standards also clarify the role and responsibilities of mental health consultants, and allow for behavioral health support specialists to be used in coordination with a mental health consultant. These changes address workforce shortages while maintaining a focus on high-quality, integrated mental health supports.

Other Quality Improvements

The updated Performance Standards enhance and clarify requirements in other topic areas to promote consistent high-quality services and support child well-being. These changes include:

- More reasonable caseloads for family service workers
- Promoting child safety in Head Start programs
- Preventing and addressing lead exposure in the water and paint of Head Start facilities
- Updates to the community assessment process
- Enhanced services for expectant families
- Requirements for programs to identify barriers to program enrollment and attendance, such as lack of transportation

Finally, the changes include some clarifications to promote better transparency and clarity of understanding for recipients.

Members of the Head Start community are urged to take the time to read the final rule in its entirety, including the section-by-section discussion of public comments. OHS will continue to provide [direction, guidance, and resources](#) that support our shared mission to prepare Head Start children and families for school and beyond.

Thank you for the work you do on behalf of children and families.

Sincerely,

/ Khari M. Garvin /

Khari M. Garvin