



Shasta Head Start

CHILD DEVELOPMENT, INC.

CENTER FAMILY HANDBOOK



375 Lake Blvd. Suite 100. Redding, CA
530.241.1036 Fax 530.241.2703 shastaheadstart.org

WELCOME!

Dear Parents:

Welcome to Shasta Head Start! We are honored that you have chosen to enroll with us. Shasta Head Start is a birth to age five program serving pregnant women, infants, toddlers, and children of preschool age. We provide age-appropriate programs that are safe, fun, and interesting, designed to help children make friends and grow and learn as they get ready for school. We also offer learning experiences for parents and other significant people in children's lives.

This handbook provides an outline of the program. By working together, we can help to provide you and your child with a wonderful experience and opportunities for success during your enrollment in the Shasta Head Start program.

Best Regards,

Gordon Chatham,
Executive Director
Shasta Head Start

This Parent Handbook Belongs To:

Name: _____

Center: _____

Teacher/Primary Caregiver: _____

Family Worker: _____

Center Phone Number: _____

Center Address: _____

Shasta Head Start

CHILD DEVELOPMENT, INC.

Shasta Head Start is dedicated to making a positive difference in the lives of young children, one family at a time. We provide opportunities for education, parenting support and resources to families in our communities.

We are...

Kind and Friendly

Respectful

Safe and Healthy

Our VISION is to give children and their families

A STRONG START IN LIFE

We believe...

- . **Building relationships is foundational for nurturing change and growth**
- . **Commitment to learning strengthens individuals, families and communities**
- . **Individualized services create opportunities for success**
- . **Hard work and innovation lead to excellence**
- . **Fun and a sense of humor maintain balance**

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WHAT IS HEAD START?

Our Mission: Shasta Head Start (SHS), a non-profit agency, is dedicated to making a positive difference in the lives of young children, one family at a time. We provide opportunities for education, parenting support, and resources to families in our communities.

Our Program: Shasta Head Start is federally funded through the U.S. Department of Health & Human Services to serve eligible families with young children birth to five years of age, through a variety of program options in Shasta, Siskiyou, and Trinity Counties. In addition to our federal funding, we receive funding through the California Department of Education and California Department of Social Services to serve eligible families that are working or going to school in full day, full year programs.

Our school readiness and early learning programs are designed to provide early childhood development and education along with continuous and intensive family support services to pregnant women, infants, toddlers, and preschoolers.

What to Expect: When you start the program, you will be provided with information about the Head Start program. You will be provided with a calendar of the school year for your center including all the shutdown days. Your Teacher/Primary Caregiver and Family Worker will be there to support you all the way. You will be asked about your child and family's unique interests and needs to learn more about your family and culture. We ask every family the same questions. One unique way Head Start programs get to know families is through home visits. We are required to visit each family's home twice a year. We hope to involve you in every aspect of the program so that together you and your child can grow, learn, and benefit fully from your Head Start experience.

Core Services:

- Child development and school readiness
- Developmental, sensory, and behavioral screenings and assessments
- Family goals for you and your child
- Home visits and parent-teacher conferences
- Activities to support your child at home
- Health, Nutrition, and Dental Services
- Disability/Mental Health Services
- Parenting groups and trainings
- Parent Center Committee meetings
- Parent Policy Council

CODE OF CONDUCT

Program Wide Behavior Expectations

We are Kind and Friendly

We are Respectful

We are Safe and Healthy

These are the three basic expectations for children in our classroom. They also apply to each adult involved in children's Head Start/Early Head Start experience, including staff, parents, and volunteers.

SHS's goal is to ensure that our classrooms and functions are safe, both physically and emotionally, for children and adults.

Each adult pledges to:

- Treat all staff members with respect, in person and on the phone.
- Treat parents and volunteers with respect.
- Use language appropriate for young children to hear.
- Address misbehaviors of their own children in a positive manner.
- Direct all concerns regarding children to SHS staff.
- Support child supervision by:
 - a. ensuring doors and gates close behind them when visiting the center
 - b. ensuring children are signed in and out
 - c. immediately notifying center staff of any observed child supervision issues

Under no circumstances will the following behaviors be allowed by adults:

- Verbal abuse, whether in person or on the phone to and from adults including profanity, yelling and name-calling or threats
- Speaking negatively in front of one's child or other children, parents or community members about staff or other enrolled families
- Videoing or photographing at SHS premises without permission
- Physical or verbal punishment of children, including one's own child

Shasta Head Start reserves the right to ask any adult, including parents/guardians/ family members, to leave the center, classroom, or function if a situation occurs as described above. If the adult refuses to leave, a call may be placed to the appropriate authorities.

EARLY CARE & DEVELOPMENT PROGRAM

Child Development Philosophy: We believe and are committed to a childcare and development program which includes parents as partners, respects family culture, and recognizes children as unique individuals who learn and develop at different rates and with different styles. Teachers and caregivers along with parents, create a safe, caring environment. In this environment, nurturing relationships among children, families, and staff can evolve. Children are able to explore and discover through planned experiences that are developmentally appropriate and based on individual needs. Our goal is to support each child in receiving the strong start in life that they need to be ready for school and the other adventures life brings them.

Each of our centers are licensed under the authority of Community Care Licensing Agency and staffed with well trained and educated personnel. Your child will participate in a variety of learning and development activities, make new friends, and have fun as they learn and grow.

Licensing: Community Care Licensing state regulatory authority has the right to interview clients including children, parents, or staff and to inspect the premises and/or files without prior consent. Each family will receive a copy of the Notification of Parents Rights, and a copy will be posted at each center.

Curriculum: Our infant, toddler, and preschool centers use a research based curriculum called *Creative Curriculum*. This curriculum allows children to learn about themselves, their feelings, and others through the environment and well planned lessons. Activities and instruction are individualized to meet each child at their own level of development. Your child will participate in many different activities designed to build skills and concepts as they reach new levels of development. A lesson plan will be posted with the activities that your child will be involved in at your center, and we invite you to offer ideas and suggestions to your Teacher or Primary Caregiver.

The Creative Curriculum is based on five fundamental principles. They guide practice and help us understand the reasons for intentionally setting up and operating preschool programs in particular ways. These are the principles:

- Positive interactions and relationships with adults provide a critical foundation for successful learning.
- Social–emotional competence is a significant factor in school success.
- Constructive, purposeful play supports essential learning.
- The physical environment affects the type and quality of learning interactions.
- Teacher–family partnerships promote development and learning.

Research has shown that the skills your child needs to be successful in the future are social and emotional skills! The more socially skilled children are, the more likely they are to succeed in school. Because this is so important for your child, we are using the Teaching Pyramid Framework in our program in addition to the Creative Curriculum.

The Teaching Pyramid is a framework for supporting the social and emotional development of our children. The goal of the Teaching Pyramid is to create an environment where every child feels good about coming to school. This is accomplished by designing classrooms that promote engagement in learning and by building positive relationships among children, families, and staff. In our use of the Teaching Pyramid, our classroom staff will work together to ensure that all children understand behavioral expectations, receive instruction in social skills, and those who are struggling receive individual support.

The Teaching Pyramid illustrates that the foundation for helping children develop social and emotional skills is nurturing and responsive relationships and high-quality environments. The middle of the Pyramid, teaching of social and emotional skills, is provided to all children with some children receiving additional teaching and support. The top of the Pyramid shows that a few children will need the foundation, the middle AND individualized intervention to address challenging behavior.

Discipline Policy: The following are strategies and guidelines used by Shasta Head Start employees for helping children with their behavior:

1. Anticipate and prevent potential problems by establishing consistent routines and schedules, supportive environments, and clear behavior expectations.
2. Use Positive Descriptive Acknowledgement when a child is displaying desired behavior (describe what you see, i.e.; “You’re using walking feet in the classroom, you’re safe!”)
3. Redirect children to appropriate activities without acknowledging the inappropriate behavior. Offer activity choices that will meet the child’s need. Remember, behavior communicates a need!
4. Recognize and validate children’s feelings. Help them find ways to express their feelings so that they can calm down and regulate.
5. Directly teach the use of social and emotional strategies.
 - a. Friendship Skills
 - b. Emotional Literacy (ability to identify, to understand, and express emotions in a healthy way)
 - c. Emotional Co-Regulation and Self-Regulation
 - d. Problem Solving
6. Use teachable moments to teach and practice the use of social and emotional strategies.
7. Have therapeutic classroom materials readily available as various options for methods to self-regulate. Materials available will include a quiet space, sensory materials and opportunities for movement and physical outlet.
8. Use humor to help children understand that you really care about them and to keep things lighthearted.

At no time will personal rights be violated or will corporal punishment, emotional or physical abuse, humiliation, isolation, the use of food as punishment, or the denial of basic needs be used in the classroom.

Staff will follow the Behavior Crisis Intervention plan if a child engages in any of the following:

- Extreme physical acts of aggression towards other children or staff
- Verbal abuse including cussing, bullying, and discrimination
- Unsafe behavior and non-compliance

Staff will notify the child's parents of the incident and seek parent input on plans to support the child. Parents may be asked for permission to refer their child for further observation by a behavior or mental health specialist. Staff will develop an individualized plan to reduce undesired behavior and increase appropriate social emotional skills. Modification of a child's schedule may occur as a result of persistent and serious behaviors that present a serious safety threat to the child, other children, or staff and are not reduced or eliminated by the strategies outlined above.

When, after appropriate efforts have been made and the child and the family do not appear to be benefiting from the program, we shall communicate our concern to the family, and offer them assistance in finding a more suitable setting.

Dual Language Learners: Dual language learners and their families will be supported in learning English while maintaining and growing in all languages spoken. Support is provided in the following ways:

- Bilingual Aides are available in various languages to assist children who require support in their home language to participate in the classroom.
- Classrooms reflect the languages of the families served through books, labeling, and music.
- Forms, policies, and procedures are provided in Spanish and English.
- Bilingual Aides are available to interpret at parent meetings, parent trainings, home visits, conferences, etc., as needed.
- Families have the option to communicate with staff about their child in their home language through the Learning Genie App.

Parent Communication: Teachers and Primary Caregivers communicate with families on a regular basis with monthly calendars and/or newsletters, notes home as needed, and during arrival and departure. Staff will also schedule home visits and/or conferences to share information on your child's development, and to establish goals. Parents are encouraged to log into the Learning Genie app to receive updates on their child's daily activities and the latest program information. We appreciate your involvement and will work as partners to foster your child's progress.

School Calendar: You will be provided with a School Calendar at enrollment that will list the dates the program will be in session. Centers close for certain holidays and for staff in-service

days. Additionally, there may be times when the program is closed due to weather conditions or other emergency situations. Families will be notified of any such closures. Days and hours of operation vary depending on the center your child attends.

Daily Schedule and Routine: The daily schedule and routine is posted in your child's classroom. This schedule will vary depending on the age group your child is in; infant, toddler, or preschool, and will include individual and group experiences both indoors and outdoors with a balance of child-initiated and adult-directed activities. The schedule may vary at times due to the weather, field trips, or other special events.

Naps: For centers that operate full day, your child will be offered a nap and may bring a special blanket or "lovey" to sleep with. Special items must be small enough to fit in the child's cubby. The need for naps varies with each child; however, due to the active morning most children are tired and either rest or fall asleep. Children are never forced to sleep or to stay awake if they are tired.

Clothing: We strongly recommend that children be dressed in comfortable play clothes that can get dirty. We offer a variety of creative art and play experiences that are sometimes messy. The children will also spend time outside each day and should have clothing that is suitable for the weather. In case of toilet or other accidents we ask that you send an extra set of clothes to be kept at the center.

Diapers/Toileting: Shasta Head Start provides diapers for children who need them during their hours of attendance. Upon enrollment you will be asked about your child's diapering routine. Children of all ages are supported in developing toileting routines and self help skills based on their individual development.

Biting: If your child is a toddler you will need to be aware that some toddlers go through a "biting stage." This is a normal developmental process. If a toddler is biting they are most likely teething, and we will supply a teething ring to soothe the gums. If biting becomes harmful to others we will discuss a plan to ensure the safety of all children in the program.

Drop Off and Pick Up: If you provide transportation for your child to or from the center, you will be required to sign your child in and out. Your full legal signature and the exact time when signing in and out is always required. All persons signing your child in/out must provide their full legal signature as well. If you miss a signature, you will be contacted to return to the center to ensure compliance.

- Each parent will complete an Emergency Card designating who is allowed to drop off and pick up each child. Any person designated to pick up a child must be at least 18 years old. If you have a court order regarding child custody, a copy of the order must be provided to the center. The center staff can not legally release a child to anyone whose name does not appear on the Emergency Card. A picture ID will be required if the person is unfamiliar to staff.

- If no one comes to pick up a child and staff are unable to locate an authorized person listed on the Emergency Card, authorities may be called.
- Anyone who picks up a child from a center is required to have a car seat in their vehicle. As mandated reporters we are required by law to report to the appropriate authorities any incident where children are not in appropriate car seats or left alone in an unattended vehicle if they are under 6 years of age.


Custody/Restraining Orders: At the time of enrollment, the enrolling parent/guardian will provide staff with a copy of any court document that affects parental rights of either biological parent (i.e., court custody, restraining order). In cases where the legal parent/guardian wishes to deny access to the non-custodial parent, the appropriate copies of legal documentation (custody order, restraining order, or termination of parental rights) must be submitted to Shasta Head Start staff. Shasta Head Start is required by law to uphold current court custody orders and current restraining orders provided by parent/guardian.

Attendance

Regular, on-time attendance is crucial for children to be well prepared for success in kindergarten and beyond. SHS will work with parents in a positive and proactive way to support regular attendance. Regular attendance, 90% or above, is ideal for your child to receive the full benefit of participating in the Shasta Head Start (SHS) program. Parents **must** notify SHS when a child will be absent due to illness or other emergencies. SHS staff will work proactively with families to promote regular attendance.


ATTEND TODAY, ACHIEVE TOMORROW

GOOD SCHOOL ATTENDANCE MEANS...



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



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

Excused Absences

- An excused absence is an absence due to illness, medical/dental appointments, or emergency (including natural disasters and power outages).
- Parents may ask that absences due to travel be excused. Approval is granted on a case-by-case basis.
- Parents **must** contact Shasta Head Start *on or before* the absence to confirm the absence as excused.

Best Interest Days

Each student is allowed ten (10) “best interest of the child” days per program year for the following reasons. Best interest days are considered excused absences.

- Vacation
- Bereavement/funeral
- Cultural/religious celebration
- Bonding time with family
- Other family occasion (for example, parent graduation)

Unexcused Absences

- An unexcused absence is an absence *not due* to illness, emergency, or medical/dental appointments.
- “No shows” without parent notification are considered unexcused absences.
- All unexcused absences and explanations will be documented on the Attendance/Meal Count Record and entered into ChildPlus.
- A total of five (5) unexcused absences, two (2) consecutive unexcused absences or chronic attendance concerns may result in an Attendance Study Team (AST). During the AST, SHS staff will work with you to:
 - Provide education about the benefits of regular attendance.
 - Identify the reasons for the absences and possible solutions to overcome challenges.
 - Create an attendance plan and identify a date for establishing consistent attendance.
- Examples of chronic attendance concerns include, but are not limited to, the following:
 - Child chronically arriving late for school or childcare
 - Chronic non-compliance with contracted hours
 - Child chronically being picked up late from school or childcare
- Withdraw from the program:
 - If consistent attendance cannot be established by classroom participation, families will be withdrawn from the program only when they are unwilling or unable to participate.
 - If all attempts to communicate with the family have failed using phone, letter, text message, or visit to the home, the family will be withdrawn from the program after thirty (30) consecutive days of no contact. This is considered “Abandonment of Care”.

Field Trips: Preschool age students may go on field trips. Families will be advised about field trips in advance, and will be required to sign a permission slip in order for a child to participate.

Transitioning Children: Shasta Head Start provides support to families in becoming advocates for their children as they move within or out of our program in the following ways:

- A transition plan is developed which includes strengths, areas of growth, guidance, and strategies to support each child and family transitioning in/out of Head Start.
- Each child at 2.5 years (30 months) of age, will have a transition plan developed to support their move from infant toddler to a preschool program.
- Activities are planned by teachers and caregivers to support transition plans. These activities are incorporated into the curriculum and involve parents and community partners.

Classroom Cameras: It is the goal of Shasta Head Start to provide quality support to all staff and children in a timely manner. Shasta Head Start has implemented cameras with audio in our classrooms. These cameras will allow managers to observe a classroom from miles away and give immediate feedback and training to staff.

Cameras have both audio and video capability and will be placed in the classroom environment only and will be placed in a position that is visible to all participants and classroom visitors.

The intent of the cameras is to provide training opportunities, professional development and support to staff and children, and to maintain quality learning environments to the children and families in our program.

By signing this Parent Handbook, you acknowledge that Shasta Head Start intends to use cameras in your child's classroom for the purposes stated above. You further understand that the cameras have both audio and visual recording capabilities, and consent to their use.

NUTRITION

Shasta Head Start participates in the California Childcare Food Program (CACFP). We follow high standards for both menu planning and food preparation. Child in our program will receive a nutritious breakfast, lunch, and/or snack prepared by a fully qualified cook. Our six-week cycle menu offers children a wide variety of foods at each meal. Children are encouraged to choose which foods they would like to eat and to begin serving themselves. Food is never used to punish or reward a child; mealtime is a happy, pleasant experience. Menus will be provided when your child enters the program. All foods offered meet Head Start guidelines of low sugar, low sodium, low-fat content, and no excessively sweet or sticky foods. Families cannot bring

outside food into the center for their individual child or to share with the classroom on special occasions.

Special Diets: If your child has an allergy, restriction, or special diet, let us know. We will try to accommodate all medically necessary diets and diagnosed food allergies. Food accommodations typically require a doctor's note. A child may not be able to attend until an individualized plan is in place to ensure their safety during mealtimes. We do not accommodate food preferences.

Choking: To reduce the risk of choking, children shall not be offered foods that are round, hard, small, thick, sticky, smooth, or slippery (i.e., hot dogs, whole grapes, hard candy, nuts, seeds, raw peas, hard pretzels, chips, popcorn, spoonfuls of peanut butter, marshmallows, or chunks of meat larger than can be swallowed).

Formula/Breast Milk: All infant sites provide formula and are equipped to properly maintain and store breast milk as needed. Bottles are not served after children are one year of age.

Civil Rights Policy for Child Nutrition Programs

To meet the Federal and State compliance requirements for civil rights complaints, the following policy has been written and implemented for Shasta Head Start Child Development Inc.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing, or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint or discrimination, complete the [USDA Discrimination Complaint Form](http://www.ascr.gov/complain_filing_cust.html), (AD-3027) found online at: http://www.ascr.gov/complain_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410
Fax: (202) 690-7442; or Email: program.intake@usda.gov
This institution is an equal opportunity provider.

HEALTH & SAFETY

Health Requirements: California State Law requires that all children have a current physical exam and up-to-date immunizations for entry into our Head Start Programs.

The purpose of this exam is to determine if there are any problems which could affect your child's ability to participate and learn while in Head Start. Head Start also requires that children throughout the course of their time in our program, stay up to date on these exams and immunizations.

To schedule your child's exam, please call your health care provider or ask your family worker for a list of local medical providers. Children already on Medi-Cal will be able to obtain this exam as part of their insurance. If your child is un-insured and your family meets the income guidelines, he/she may be able to get enrolled at the time of the exam. Contact your health care provider for more information.

To attend center programs children must have a complete medical exam within one year prior to or 30 days after entry. A doctor-signed medical report meets this requirement. A child enrolling without meeting this requirement must have proof of an appointment for the exam to continue attending or may be excluded.

**No Shots? No Records?
No School.**



Illness & Daily Health Check: If your child has a fever, diarrhea, is vomiting, or is obviously ill, please keep them at home. This protects the other children and helps your child to rest and recover. A daily health check will be completed with child each day upon arrival. If a child is obviously ill, they will not be allowed to stay at the center. If your child becomes sick during the day, you will be called to pick them up, there will be a special place for them to lie down that is away from the other children, and they will be supervised until you arrive.

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



EYE INFECTION

Thick mucus or pus draining from the eye



RASH

Body rash with fever.
Head Lice.



FEVER

Temperature of 100.4 degrees or more, **AND** a sore throat, rash, vomiting, diarrhea, earache, or just not feeling good.

Must be fever free without the aid of fever reducing medication for 24 hours to return to center



VOMITING

Two or more times in 24 hours.



DIARRHEA

Two or more loose stools in 24 hours.



SORE THROAT

With fever or swollen glands



NOT FEELING WELL

Unusually tired, pale, lack of appetite, confused or cranky



Head Lice Policy: To help protect children from contracting head lice, the following policy is in effect:

- At the start of each day, staff will check every child's head for the presence of head lice or nits (eggs). Shasta Head Start has a "no-lice" policy which means that any child with lice or nits within ½ an inch of the scalp will be sent home for treatment and removal of the nits.
- A child infected with head lice will not be allowed to return to the classroom until a staff member has checked and confirmed that the child is lice free and there are no nits within ½ an inch of the scalp.
- Parents are encouraged to make checking for head lice and nits a part of their child's daily hygiene routine. If you need help learning to detect and remove lice and nits, please ask us. We can help.

Medication: All over the counter and prescription medications will be given or applied to the child only with prior written permission from the parent, and only with a doctor's authorization. Medication must be in the original container with a pharmacy label, including the doctor's name, child's name, instructions, and name and strength of the medicine. The medication will be kept out of reach of all children and staff will complete a medication log when the medication is given. The log will include the type of medication, the time dispensed, and the amount of medication given, as well as the name of the staff member who dispensed the medication. All requests for medication administration must be reviewed by the Health Service Manager/Health Consultant/School Nurse prior to being accepted.

Emergency Medical Procedure: Our staff has been trained in First Aid and CPR. For minor injuries, staff will provide first aid according to Red Cross guidelines. Parents will be notified with an "OUCH REPORT" or telephone call. Procedures are in place for the treatment of dental emergencies. In the event of a serious medical emergency staff will call 911 immediately, and parents will be notified immediately. A first aid kit is in every classroom and in every Shasta

Head Start vehicle. Emergency contact information is always available at the center and on field trips.

Hearing and Vision Screenings: All children enrolled in Early Head Start (EHS) or Head Start (HS) will have their hearing and vision screened within 45 days of entry into the program. All screenings are age appropriate and non-intrusive. If your child does not pass the screenings, we will screen them a second time before we make a referral. If we give you a referral, we ask that you take your child to your health care provider or eye doctor to check their hearing or vision. Please bring us the results of that appointment.

Sun Screen Policy: Shasta Head Start has a sun screen policy to ensure that all children and staff participating in the program are protected from sun damage caused by harmful UVB and UVA rays of the sun. Parents of children six (6) months and older are encouraged to apply sunscreen to their child before they attend school the months of April thru October. For general sun safety, please remember to: use sunscreen, wear protective clothing and sunglasses, take breaks in the shade, and drink plenty of water. For more information contact your center's staff.

Safety and Emergency Drills: Shasta Head Start facilities have regular fire, earthquake, intruder, and evacuation drills in accordance with state law and Head Start mandates. Each center has an emergency/disaster plan posted. In the event of an emergency, please note the following:

Lock Down:

We will lock down a center in response to an intruder or any threat directly to the center or in the surrounding community. The ultimate goal is to keep everyone safe during this time. In the event that a center is placed on lock down all doors will be locked and no one will be permitted to enter or exit the building. **Please refrain from coming to the center at this time.** Our staff will contact families as soon as possible.

Evacuation:

We will evacuate children and staff from the center if at any time it becomes dangerous or a potentially dangerous place. In the case of an evacuation staff will contact parents to notify them of their child's location as soon as possible. The Shasta Head Start Administration office may be contacted for information during a lock down or evacuation at (530) 241-1036 or check our Facebook page. Contact center staff for more information regarding safety, emergencies, and drills.

Smoking Policy: Each of our centers is a smoke-free and tobacco-free environment. Smoking, vaping, or chewing tobacco are not allowed in or around the building, including the parking lot or within 30 feet of any doorway or window at all times.

All times means:

- Regular business hours

- Activities taking place before or after regular business hours (including events sponsored by Shasta Head Start)
- Other times not described above

All spaces indicate Centers including:

- Classrooms
- Kitchens
- Offices/Meeting Rooms
- Playgrounds
- Parking lots
- Vehicles used for transportation of children, parents or others
- All other spaces not described above utilized by Shasta Head Start

Pest Management Policy: Shasta Head Start follows the Healthy Schools Act and takes an integrated pest management (IPM) approach to pest control. The purpose of IPM is to use the most effective and least toxic pest management practices at school sites in order to reduce children’s exposure to toxic chemicals and pesticides. For more information about IPM please visit: www.schoolipm.info.

The Healthy Schools Act requires that all child care centers notify parents or guardians of pesticides they expect to apply during the year. We may use the following pesticides in your center this year:

Product Name:	Active Ingredient:
Advance Granular Bait	Abamectin B1
Advion Gel/Bait	Indoxacarb
Alpine	Dinotefuran
Archer	Pyriproxyfen
AzaSol	Azadirachtin
Bora-Care	Disodium Octaborate Tetrahydrate
Chase Granular	Castor Oil, Sodium Lauryl Sulfate
CimeXa	Amorphous Silica Gel
Conserve SC	Spinosad
Contrac All Weather	Bromadiolone
Crossfire	Clothianidin, Metofluthrin
Cy-Kick	Cyfluthrin
Demand CS	Lambda-Cyhalothrin
Drione	Amorphous Silica Gel, Pyrethrins
ExciteR	Pyrethrins, Piperonyl Butoxide
Fendona CS	Alpha-Cypermethrin

Gallery 75 DF	Isoxaben
Gentrol	Hydroprene
Heritage	Azoxystrobin
Lifeline	Glufosinate-ammonium
Maxforce FC	Fipronil
Maxforce Impact	Imidacloprid
Merit 75 WSP	Imidacloprid
Onslaught	Esfenvalerate, Prallethrin
Permethrin SFR	Permethrin
Phantom	Chlorfenapyr
Premise	Imidacloprid
Sledgehammer	Halosulfuron-methyl
Snapshot	Trifluraline, isoxaben
Suspend Polyzone	Deltamethrin
Taurus SC	Fipronil
Tekko Pro	Novaluron, Pyriproxyfen
Tempo SC Ultra	Beta-Cyfluthrin
Terad3	Cholecalciferol
Termidor	Fipronil
Terro Bait Station	Sodium Tetraborate Decahydrate
Timbor	Disodium Octaborate Tetrahydrate
Wasp Freeze II	Prallethrin
WHY Trap	Heptyl Butyrate, 2-Methyl-1-butanol,

For more information regarding these pesticides and pesticide use reduction, please visit the Department of Pesticide Regulations website at: www.cdpr.ca.gov.

The Healthy School Act of 2000 requires that all child care centers provide parents or guardians of students with notification of pesticide use at the center. The notification will be posted at the center 24 hours prior to application and will identify the active ingredient or ingredients in each pesticide product. For further information on pesticides and their alternatives, please visit- <http://www.cdpr.ca.gov>. Parents or guardians may also request to be individually notified prior to any pesticide application, by completing the request below. If you would like to be notified every time we apply pesticide, please complete and return the form below to be entered into the registry. People listed on this registry will be notified 72 hours before pesticides are applied.

For further questions, please contact your center's Site Supervisor or Health Services Manager.

<detach here>

Request for Individual Pesticide Application Notification

I would like to be notified 72 hours before each pesticide application at my child's center.

I would prefer to be contacted by (check one): E-mail _____ Phone _____ Text _____

Name of Parent/Guardian: _____ Date: _____

Name of Child: _____

Phone: (_____) _____ E-mail: _____

Return to: Shasta Head Start - Health Services Manager
375 Lake Blvd, Suite 100 Redding, CA 96003

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PARENT ENGAGEMENT

The success of Shasta Head Start is a direct result of the consistent commitment to involve parents and families in all aspects of the Head Start program. Parents become effective decision makers and exercise leadership skills as they participate and share in projects or processes. Our goal is to work together in partnership.

Participation: There are various ways you can participate and be involved:

- **Center/Classroom:** Visit the classroom or volunteer.
- **Parent/Child Home Activities:** Enjoy teaching and engaging your child in activities that your teacher or primary caregiver sends home.
- **Center Committee Meetings:** Parent center committee meetings are scheduled four times per year. Families are encouraged to attend these informative meetings which offer training, activities, and opportunities to meet other families.
- **Parent Education:** Parent trainings and workshops cover many topics of interest to parents such as discipline, health, nutrition, etc.
- **Policy Council:** Representatives and Alternates are elected from each center in October to serve on the Policy Council. The Policy Council meets monthly to provide formal channels for shared decision-making in partnership with key management staff and the Board of Directors.

Parent and Volunteer Immunization Guidelines

All staff and volunteers at licensed child care facilities must have proof of immunizations against pertussis, measles and flu (or a waiver for the flu shot current to the year).

At Shasta Head Start (SHS), our goal is to provide a welcoming environment for parents, and to encourage them to be part of their child's educational experience. SHS encourages all parents to receive their immunizations in order to keep themselves and our centers healthy and free of communicable disease. Please check with your family worker if you need more information about adult immunizations.

According to Community Care Licensing, volunteers are defined as any nonemployee who provides care and supervision to children in care.

- **Non-volunteering parents:** Parents who are visiting or observing their child in the center for short periods of time or attending a special event but not providing care and supervision are not to be considered "volunteers".
- **Volunteering parents:** Parents who wish to visit the center on a regular basis, interact with children and participate with classroom activities, will be considered volunteers. We will ask them to bring proof of their immunizations. Parents may be listed in the California State Immunization Registry. They will need to give permission for SHS to

access their record. Volunteering parents will need to provide proof of a flu shot or sign a waiver for the current year.

Donations/In-Kind: In-Kind relates to services or materials donated to Head Start. Each category of donation is documented and calculated on “In-Kind” forms which are maintained at the center and at workshops or trainings. Parent Child Activity Records or “Homework” are also a great source of In-Kind when you work with your child at home.

For every \$4 the US Government gives Head Start to run the program, \$1 in donations from Head Start families and the community must be given. These donations are given as “In-Kind” and not actual money; however, the time and materials donated are counted as a dollar amount. The regulations state that if we don’t collect all the In-Kind needed, the US Government can take \$4 away from our grant for every \$1 short we are in In-Kind. Be sure to keep track of your In-Kind donations so we can keep the program running strong and keep all the services we have for families.

Cultural Diversity: Shasta Head Start adheres to multi-cultural principles which promote respect for each individual’s cultural differences and cultural identity. We embrace diversity and incorporate information about various cultures in our curriculum, center environments, and through training. Cultural diversity enhances all aspects of our work with children, families and the community.

Child Abuse Reporting:

Shasta Head Start employees are mandated reporters and are required to report the suspicion of child abuse/neglect to Children and Family Services (CFS). Shasta Head Start adheres to a policy of nondisclosure of suspected child abuse to the enrolled family and will preserve confidentiality of all records pertaining to child abuse in accordance with state law.

Confidentiality: Confidentiality is the responsibility of each Shasta Head Start volunteer, parent, or staff member. The protection of confidential business information is vital to the interests and the success of Shasta Head Start. Confidential information includes, but is not limited to, the following examples:

- The confidential files of the children and families that we serve
- Staff and personnel information
- Computer programs and codes
- Pending projects and proposals
- Technological data

DISABILITIES & MENTAL HEALTH

Shasta Head Start reserves 10% of its enrollment opportunities for children with disabilities who may require additional support to achieve their full potential. We will not discriminate or deny admission to any child solely on the basis of a disability. If your child has special needs of any kind, our Disabilities Department will be working directly with you and your child's teacher to ensure that individual needs are being met.

Shasta Head Start provides comprehensive mental health services to children and families. These services include visits to classrooms by a Mental Health Clinician or other member of the Disabilities and Mental Health department to ensure that a healthy social emotional environment exists for all children. Raising children can be a challenging but rewarding job. Your mental health is equally important to your child's well-being. Don't hesitate to let SHS staff know if you need additional support and they will connect you to resources like parenting groups or local counseling services.

ELIGIBILITY & ENROLLMENT

Children are enrolled in eligible Shasta Head Start and/or California Department of Education (CDE)/California Department of Social Services (CDSS) programs according to the eligibility and selection requirements determined by federal and state funding mandates. In addition, Shasta Head Start follows locally decided selection criteria based on the needs of the community to help ensure Head Start eligible families with the greatest need are offered childcare and preschool service.

Non-Discrimination: Shasta Head Start operates on a non-discriminatory basis; equal treatment and access to services without regard to race, color, religion, ancestry, national origin, ethnicity, gender, sexual orientation, marital or parental status, mental or physical ability or handicap.

Religious Instruction:

Shasta Head Start will not provide nor be reimbursed for childcare and development services which include religious instruction or worship.

(Note: Authority cited: Section 8269, Education Code. Reference: Section 8265, Education Code)

- Barclay's Official Code of Regulation - Title 5 Education
- Division 1: California Department of Education
- Chapter 19: Child Care and Developmental Programs
- Sub Chapter 2: General Requirements
- Article 1: General Provisions

Certification/Recertification:

Head Start requires families to re-verify their eligibility in the program if:

1. There is a Break-in-Service- the child drops from the program for a period of time and re-enrolls in the same program year
2. The child moves from Early Head Start to Head Start
3. The child participates in Head Start for a third program year

Families enrolled in our CDE/CDSS programs who are receiving subsidized child care and/or preschool services are required to certify income, employment, school enrollment or other need for services at enrollment. Families are required to recertify every 24-months. See Eligibility and Need Criteria below for more information.

Fraud: Intentionally attempting to provide or providing false information, may result in termination of participation in this agency's program, and may be subject to legal action.

Notification of Changes: (Full day CDE/CDSS programs only)

Any changes in employment, training, income status, marital status, schooling, or other information impacting need and income status may be reported to the enrollment coordinator if you wish to lower your family fee or increase/decrease your hours. You will be required to provide documentation of changes.

NOTE: If your family is enrolled in a CDSS program and your monthly adjusted income exceeds 85% of the State Median Income, you are required to notify the agency within 30 days. If your family is enrolled in a CDE program and your monthly adjusted income exceeds 100% of the State Median Income, you are required to notify the agency within 30 days.

Notice of Action /Appeal: (CDE/CDSS programs only)

The "Notice of Action" (NOA) is a written notification of status change (i.e. Acceptance, Change or Termination of services). If you do not agree with the agency's action as stated in the NOA, you may appeal the intended action. To protect your appeal rights, you must follow the instructions described on the back of the NOA. If you do not respond by the required due dates or fail to submit the required appeal information with your appeal request, your appeal will be considered abandoned. The NOA will be sent when:

- Certification is completed
- Recertification is completed
- Changes that affect need and fees occur
- The family is to be terminated from the program
- Family fee is delinquent
- Documentation and Recertification requirements are not met
- Suspension or expulsion due to persistent and serious behaviors that present a serious safety threat that cannot be reduced or eliminated without removal. Appeals for this specific type of NOA must be submitted to EEDappeals@cde.ca.gov no later than 14 calendar days after receipt of the notice.

5 CCR Section 18120(e) allows a parent to have an authorized representative (AR) attend the hearing on behalf of or with the parent. When a parent has an AR who attends the hearing, the parent is not required to attend his or her hearing. Parent(s) must notify agency in writing if they are authorizing a representative for their appeal.

Appeals address for CCTR:
California Department of Social Services
Child Care Development Division
Attn: Appeals Coordinator
744 P Street, M.S. 9-8-351
Sacramento, CA 95814
Phone: 916-651-9142
Fax: 916-654-1048
CCDDAppeals@dss.ca.gov

Appeals address for CSPP:
California Department of Education
Early Education and Support Division
1430 N Street, Suite 3410
Sacramento, CA 95814
Attn: Appeals Coordinator
FAX: 916-323-6853

Eligibility Criteria: (CDE/CDSS programs only)

Eligibility is based on documentation and verification of at least one of the following:

- Income Eligible
- Homelessness
- Child Protective Services
- At risk of abuse, neglect, and/or exploitation
- Child with Exceptional Needs (CDE programs only)
- Receiving benefits from certain governmental programs
- Reside within approved Neighborhood School Boundary (CDE programs only)

Family Size: (CDE/CDSS programs only)

The parent must provide supporting documentation to show the number of children and parents in the family using at least **one** of the following:

- 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

When only one parent's name appears on the state application: If only one parent has signed an application for enrollment in child care services, and the information provided with the application indicates that there is a second parent who has not signed the application, the parent who has signed the application shall self-certify the presence or absence of the second parent under penalty of perjury.

Need for Services Criteria: (Full day CDE/CDSS programs only)

Need for services are based on documentation and verification of at least one of the following:

- Child Protective Services
- At-risk of abuse, neglect, and/or exploitation
- Parental incapacitation
- Employment
- Training toward vocational goal
- Actively seeking employment
- Seeking permanent housing
- Engaged in educational program
- Homelessness
- Dual Language Learners

Hours: (Full day CDE/CDSS programs only)

Families not meeting state requirements may be subjected to a reduction in child care hours.

Family Fees: (Full day CDE/CDSS programs only)

- Not all families will be charged a family fee.
- Family fees are assessed based on income, family size and certified hours per month. 130+ certified hours is a Full time fee. Less than 130 certified hours is a Part time fee.
- If the agency reduces the number of certified hours due to closure, a Full time fee may be reduced to a Part time fee if less than 130 certified hours are provided. Credit will be applied to the next invoice or a check issued per family request.
- Payment must be made in advance of services. Invoices will be sent by SHS on the 20th of each month for the following month; fees are due on the 1st.
- No adjustments will be made for excused or unexcused absences.
- Payments can be made with cash, check or money order only- **no debit/credit cards** will be accepted.
- All payments are received at the Administration office. You can send payments by mail, or bring them in person, to: 375 Lake Blvd Suite #100, Redding, CA 96003. Office hours are: 8:00am – 4:30pm
- An addressed, stamped envelope will be included with all invoices for your convenience.

Delinquent (late) Fees:

- Payment is considered late seven (7) calendar days after due date. A Notice of Action for termination of services due to delinquent fees will be sent. Services will be terminated in two (2) weeks or when specified on the NOA.
- Families may reverse the termination by paying past balance within the two weeks, while continuing to pay current fees on time.
- A reasonable repayment plan will be accepted. Families must comply with payment plan while paying current fees on time.
- Pay a service charge for checks returned for non-sufficient funds to Shasta Head Start. After the second (2) returned check the family will no longer be allowed to write checks for family fee payments.
- If a third (3) " Notice of Action: Termination for Delinquent Fees" is sent, the family will not be allowed to reverse the termination and will be offered another program option.

Note: All past due fees must be paid in full for a family to reapply for subsidized child care of any kind.

Exceptions for Family Fees

- Fees can be waived up to 12 months for families certified as receiving Child Protective Services or at-risk of neglect, abuse, or exploitation. A written referral by a legally qualified professional or CPS worker is required.
- No fee will be charged to families receiving CalWORKS cash aid.

Credit for Family Fees

- The amount paid to other child care providers can be credited toward your fee, if we cannot meet all of your family's certified need for child care. No balance will be carried forward.
- Receipts or cancelled checks for other child care must be submitted by the 1st of each month to be accepted as credit for that month's fee or else payment is required. Receipt may go towards next month's fee.

Parent Fee for infant-toddler programs extended hours of care:

Introduction: All children enrolled in Shasta Head Start are deemed eligible for Early Head Start services at the time of entry. Early Head Start's hours of service are not less than 1380 per program year.

Shasta Head Start also administers a contract from the California Department of Social Services, (CDSS) called General Child Care and Development (CCTR). This state contract from CDSS is used to extend the hours of daily care at selected sites to better serve families who are working or going to school.

Parents who exceed the state income level may be assessed a fee for the CDSS portion of the day. Enrolled families are never charged a fee for hours funded by Early Head Start.

Loss of CDSS funds: Early Head Start and CCTR have different eligibility requirements. In some circumstances a family may lose their eligibility for CCTR services and still be eligible for Head Start services. In cases where a family loses their CCTR eligibility, the hours of service provided daily must be reduced to match the number of hours provided by Early Head Start funds, in order to offset the lost revenue from CCTR funds.

Private pay option: In cases where families have lost their CCTR eligibility but wish to continue receiving extended hours of service, families will be given the option to pay SHS privately for the daily hours not covered by Early Head Start funds.

- The daily rate charged by SHS is equal to the part day daily rate that would be paid by CCTR for eligible families in the particular program in which the child is enrolled.
- Family Fees for the entire month will be paid in advance by the first day of the month.
- Fees will be based on the number of service days in the month.
- This option is only available to families who previously qualified for both Early Head Start and CCTR enrollment but have lost their CCTR enrollment.
- The private pay option will be offered on a month-to-month basis beginning on the first of the month, depending upon the need of the family.
- Failure to pay for care prior to the beginning of the month will disqualify parents from participating in this program.

PROTECTION OF PERSONAL IDENTIFIABLE INFORMATION

Shasta Head Start (SHS) uses a comprehensive approach to data management designed to support the availability, usability, integrity, and security of data and to safeguard the Personally Identifiable Information (PII) contained in child and family records. SHS complies with the confidentiality and data procedures as defined in the Head Start Program Performance Standards (1303.20) and the Individuals with Disabilities Education Act (IDEA).

Data include all PII and other non-public information. Data include, but are not limited to, child level enrollment and assessment data used for daily program operation, aggregate child-level assessment data used for program outcome reports, and data used to show compliance to regulatory agencies.

Parents have the right to inspect their child's records and to amend records that the parents believe are inaccurate or misleading, and to request a hearing to challenge information in the child record.

Parents may request a copy of Shasta Head Start's full *Procedures to Protect the Confidentiality of PI in Child and Family Records*. These procedures detail quality of data, effective use of data, applicable confidentiality provisions, disclosures with and without parent consent, and maintenance of records.

ADDITIONAL PARENT RESOURCES

- **PERSONAL RIGHTS LIC613A**
- **NOTIFICATION OF PARENTS RIGHTS LIC995**
- **CAREGIVER BACKGROUND CHECK PROCESS LIC995E**
- **ADMISSION AGREEMENT**
- **EFFECTS OF LEAD EXPOSURE PUB515**
- **CALIFORNIA CHILD PASSENGER SAFETY LAW PUB269**
- **KAITLYN'S LAW**
- **CAR SEAT SAFETY TIPS**
- **CAR SEAT CHECKLIST FOR PARENTS**
- **PEDESTRIAN SAFETY TIPS**
- **20 FACTS ABOUT CHILD ABUSE PUB411**
- **TELL ME WHAT TO DO INSTEAD**

PERSONAL RIGHTS

Child Care Centers

Personal Rights, See Section 101223 for waiver conditions applicable to Child Care Centers.

- (a) Child Care Centers. Each child receiving services from a Child Care Center shall have rights which include, but are not limited to, the following:
- (1) To be accorded dignity in his/her personal relationships with staff and other persons.
 - (2) To be accorded safe, healthful and comfortable accommodations, furnishings and equipment to meet his/her needs.
 - (3) To 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.
 - (4) To 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.
 - (5) To be free to attend religious services or activities of his/her choice and to have visits from the spiritual advisor of his/her choice. Attendance at religious services, either in or outside the facility, shall be on a completely voluntary basis. In Child Care Centers, decisions concerning attendance at religious services or visits from spiritual advisors shall be made by the parent(s), or guardian(s) of the child.
 - (6) Not to be locked in any room, building, or facility premises by day or night.
 - (7) Not to be placed in any restraining device, except a supportive restraint approved in advance by the licensing agency.

THE REPRESENTATIVE/PARENT/GUARDIAN HAS THE RIGHT TO BE INFORMED OF THE APPROPRIATE LICENSING AGENCY TO CONTACT REGARDING COMPLAINTS, WHICH IS:

NAME Community Care Licensing		
ADDRESS 520 Cohasset Road Suite 170, MS 29-05		
CITY Chico	ZIP CODE 95926	AREA CODE/TELEPHONE NUMBER (530)895-5934

DETACH HERE

TO: PARENT/GUARDIAN/CHILD OR AUTHORIZED REPRESENTATIVE:

PLACE IN CHILD'S FILE

Upon satisfactory and full disclosure of the personal rights as explained, complete the following acknowledgment:

ACKNOWLEDGMENT: I/We have been personally advised of, and have received a copy of the personal rights contained in the California Code of Regulations, Title 22, at the time of admission to:

(PRINT THE NAME OF THE FACILITY) Shasta Head Start Child Development, Inc.	(PRINT THE ADDRESS OF THE FACILITY) 375 Lake Blvd Suite 100 Redding, CA 93003
(PRINT THE NAME OF THE CHILD)	

(SIGNATURE OF THE REPRESENTATIVE/PARENT/GUARDIAN)

(TITLE OF THE REPRESENTATIVE/PARENT/GUARDIAN)	(DATE)
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CHILD CARE CENTER NOTIFICATION OF PARENTS' RIGHTS

PARENTS' RIGHTS

As a Parent/Authorized Representative, you have the right to:

1. Enter and inspect the child care center without advance notice whenever children are in care.
2. File a complaint against the licensee with the licensing office and review the licensee's public file kept by the licensing office.
3. Review, at the child care center, reports of licensing visits and substantiated complaints against the licensee made during the last three years.
4. Complain to the licensing office and inspect the child care center without discrimination or retaliation against you or your child.
5. 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.
6. Receive from the licensee the name, address and telephone number of the local licensing office.

Licensing Office Name: Community Care Licensing

Licensing Office Address: 520 Cohasset Road Suite 170 Chico, CA 95926

Licensing Office Telephone #: (530) 895-5033

7. Be informed by the licensee, upon request, of the name and type of association to the child care center for any adult who has been granted a criminal record exemption, and that the name of the person may also be obtained by contacting the local licensing office.
8. Receive, from the licensee, the Caregiver Background Check Process form.

NOTE: CALIFORNIA STATE LAW PROVIDES THAT THE LICENSEE MAY DENY ACCESS TO THE CHILD CARE CENTER TO A PARENT/AUTHORIZED REPRESENTATIVE IF THE BEHAVIOR OF THE PARENT/AUTHORIZED REPRESENTATIVE POSES A RISK TO CHILDREN IN CARE.

For the Department of Justice "Registered Sex Offender" database, go to www.meganslaw.ca.gov

LIC 995 (9/08)

(Detach Here - Give Upper Portion to Parents)

ACKNOWLEDGEMENT OF NOTIFICATION OF PARENTS' RIGHTS (Parent/Authorized Representative Signature Required)

I, the parent/authorized representative of _____, have received a copy of the "CHILD CARE CENTER NOTIFICATION OF PARENTS' RIGHTS" and the CAREGIVER BACKGROUND CHECK PROCESS form from the licensee.

Shasta Head Start Child Development Inc.

Name of Child Care Center

Signature (Parent/Authorized Representative)

Date

NOTE: This Acknowledgement must be kept in child's file and a copy of the Notification given to parent/authorized representative.

For the Department of Justice "Registered Sex Offender" database go to www.meganslaw.ca.gov

IMPORTANT INFORMATION FOR PARENTS

CAREGIVER BACKGROUND CHECK PROCESS CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

The California Department of Social Services works to protect the safety of children in child care by licensing child care centers and family child care homes. Our highest priority is to be sure that children are in safe and healthy child care settings. California law requires a background check for any adult who owns, lives in, or works in a licensed child care home or center. Each of these adults must submit fingerprints so that a background check can be done to see if they have any history of crime. If we find that a person has been convicted of a crime other than a minor traffic violation or a marijuana-related offense covered by the marijuana reform legislation codified at Health and Safety Code sections 11361.5 and 11361.7, he/she cannot work or live in the licensed child care home or center unless approved by the Department. This approval is called an exemption.

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

How the Exemption Request is Reviewed

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

The person who needs the exemption must provide information about:

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

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

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

How to Obtain More Information

As a parent or authorized representative of a child in licensed child care, you have the right to ask the licensed child care home or center whether anyone working or living there has an exemption. If you request this information, and there is a person with an exemption, the child care home or center must tell you the person's name and how he or she is involved with the home or center and give you the name, address, and telephone number of the local licensing office. You may also get the person's name by contacting the local licensing office. You may find the address and phone number on our website. The website address is <http://cclid.ca.gov/contact.htm>

ADMISSION AGREEMENT

I. BASIC SERVICES

Shasta Head Start is a federally funded program designed to provide early, continuous, and intensive support services to low-income pregnant women, infants, toddlers, preschoolers, and their families. Basic services include:

- a. Researched based curriculum promoting school readiness
- b. Healthy snacks and meals
- c. Vision and Hearing Screeners
- d. Developmental and Social Emotional Screeners
- e. Disability and mental health services and consultation
- f. Parent education and engagement opportunities
- g. Prenatal and postnatal services
- h. Transportation (specific locations)
- i. Home base and center base program options

II. OPTIONAL SERVICES

Optional services geared to the needs of each specific child and family includes:

- a. Assist in facilitation of services as per IFSP/IEP such as occupational therapy, speech and language services.
- b. Language services for English language learners
- c. Mental health services
- d. Assistance with follow-up and treatment for acute health problems (based on need)

III. PAYMENT PROVISIONS

The Head Start program is administered by the Administration for Children and Families (ACF) within the Department of Health and Human Services (HHS). All Head Start services are free to enrolled families. Nutrition services are free to all participants and are funded by the United States Department of Agriculture Child Care Food Program, which is administered by the State of California Department of Education.

IV. RIGHT OF LICENSING AGENCY TO PERFORM DUTIES

Section 101200 (b)(c) of the Community Care Licensing Manual, Title 22, Division 12, Chapter 1; it is understood by the Client and the Head Start Program that:

The Department has the authority to interview clients, including children, or staff, without prior consent.

- a. The licensee shall ensure that provisions are made for private interviews with any children or staff.

The Department has the authority to inspect, audit, and copy child or childcare center records upon demand during normal business hours. Records may be removed if necessary, for copying. Removal of records shall be subject to the requirements of Sections 101217(c) and 101221(d).

ADMISSION AGREEMENT

- b. The licensee shall ensure that provisions are made for the examination of all records relating to the operation of the childcare center.

V. CONDITIONS OF PARTICIPATION IN TODDLER COMPONENT

Section 101805(b) of the Community Care Licensing Manual, Title 22, Division 12 states

- (1) A child younger than 18 months of age shall not be moved into the toddler component. A child who is 18 months of age or older shall not be required to be placed in the toddler component.
- (2) Parents shall give written permission for the placement of their children in the toddler component, with the written permission maintained in the facility's file for the child.

Shasta Head Start will require parents of toddlers 18 months and older to sign the Toddler Needs and Services Plan, giving permission for their child to be placed in the toddler component, prior to the child moving to the toddler room.

VI. HEAD START "OPEN DOOR" POLICY

All Head Start centers are open during hours of operation for parents to visit, and participate in, as volunteers or observers, in support of program activities and your child's education.

VII. CONDITIONS UNDER WHICH THE AGREEMENT MAY BE TERMINATED

This Agreement may be terminated by the client in the event that the family moves from the area, or that the program no longer meets the needs of the child. This Agreement may be terminated by the program in the event the parent, guardian, or representative fails to meet the income guidelines as published in the current Federal Poverty Guidelines, or if the parent, guardian, or representative fails to meet the program's expectations for the child's regular attendance at program classes and/or activities. This Agreement shall be automatically terminated by the death of the client (child).

AGREED AND ACCEPTED BY:

Parent or Guardian

Date

Head Start Representative

Date

EFFECTS OF LEAD EXPOSURE

Children 1-6 years old are the most at risk for lead poisoning.

- Lead Poisoning can harm a child's nervous system and brain when they are still forming, causing learning and behavior problems that may last a lifetime.
- Lead can lead to a low blood count (anemia).
- Even small amounts of lead in the body can make it hard for children to learn, pay attention, and succeed in school.
- Higher amounts of lead exposure can damage the nervous system, kidneys, and other major organs. Very high exposure can lead to seizures or death.

LEAD POISONING FACTS

- Buildup of lead in the body is referred to as lead poisoning.
- Lead is a naturally occurring metal that has been used in many products and is harmful to the human body.
- There is no known safe level of lead in the body.
- Small amounts of lead in the body can cause lifelong learning and behavior problems.
- Lead poisoning is one of the most common environmental illnesses in California children.
- The United States has taken many steps to remove sources of lead, but lead is still around us.

IN THE U.S.

- Lead in house paint was severely reduced in 1978.
- Lead solder in food cans was banned in the 1980's
- Lead in gasoline was removed in the early 1990's

LEAD IN TAP WATER

The only way to know if tap water has lead is to have it tested.

Tap water is more likely to have lead if:

- Plumbing materials, including fixtures, solder (used for joining metals), or service lines have lead in them
- Water does not come from a public water system (e.g. a private well).

To reduce any potential exposure to lead in tap water:

- **Flush the pipes in your home.** Let water run at least 30 seconds before using it for cooking, drinking, or baby formula (if used). If water has not been used for 6 hours or longer, let the water run until it feels cold (1 to 5 minutes)*.
- **Use only cold tap water for cooking, drinking, or baby formula (if used).** If water needs to be heated, use cold water and heat on stovetop or in microwave.

- **Care for your plumbing.** Lead solder should not be used for plumbing work. Periodically remove faucet strainers and run water for 3-5 minutes.*
- **Filter your water.** Consider using a water filter certified to remove lead.

WARNING!

Some water crocks have lead. Do not give a child water from a water crock unless you know the crock doesn't have lead.

(*Water saving tip: Collect your running water and use it to water plants not intended for eating.)

For information on testing your water for lead, visit The Environmental Protection Agency at www.epa.gov/lead/protect-your-family-exposures-lead or call (800) 426-4791.

You can also visit The California Department of Public Health's website at <https://www.cdph.ca.gov>

POTENTIAL SOURCES OF LEAD

- Old paint, especially if it is chipped or peeling or if the home has been recently repaired or remodeled.
- House dust
- Soil
- Some imported dishes, pots and water crocks. Some older dishware, especially if it is cracked, chipped, or worn.
- Work clothes and shoes worn if working with lead
- Some food, candies and spices from other countries
- Some jewelry, toys, and other consumer products
- Some traditional home remedies and traditional make-up
- Lead fishing weights and lead bullets
- Water, especially if plumbing materials contain lead.

SYMPTOMS OF LEAD EXPOSURE

Most children who have lead poisoning do not look or act sick. Symptoms, if any, may be confused with common childhood complaints, such as stomachache, crankiness, headaches, or loss of appetite.

A blood lead test is free if you have Medi-Cal or if you are in the Child Health and Disability Prevention Program (CHDP). Children on Medi-Cal, CHDP, Head Start, WIC, or at risk for lead poisoning, should be tested at age 1 and 2. Health insurance plans will also pay for this test. Ask your child's doctor about blood lead testing.

For more information, go to the California Childhood Lead Poisoning Prevention Branch's website at www.cdph.ca.gov/programs/clppb, or call them at (510) 620-5600.

The information found on this publication are adapted from the California Department of Public Health Childhood Lead Poisoning Prevention Program. PUB 515 10/2019

CALIFORNIA CHILD PASSENGER SAFETY LAW

Protect your child — it is the law.



Use of child passenger restraint system for child under age 2

Except as provided in Section 27363, a parent, legal guardian, or driver who transports a child under two years of age on a highway in a motor vehicle, as defined in paragraph (1) of subdivision (c) of Section 27315, shall properly secure the child in a rear-facing child passenger restraint system that meets applicable federal motor vehicle safety standards. The child shall be secured in a manner that complies with the height and weight limits specified by the manufacturer of the child passenger restraint system.

Exemptions:

- A child weighing more than 40 pounds may be transported in the backseat of a vehicle while wearing only a lap belt if the backseat is not equipped with a combination lap and shoulder safety belt.
- In the event of a life-threatening emergency, a child may be transported without a restraint system if none is available, but must be secured by a seatbelt.
- A court may exempt child from the restraint system requirement in certain limited circumstances related to physical unfitness, medical condition, or size if an appropriate special needs child passenger restraint system is not available.

Use of child passenger restraint system for child under age 8

Except as provided in Section 27363 of the Vehicle Code, a parent, legal guardian, or driver shall not transport on a highway in a motor vehicle a child who is under eight (8) years of age, without properly securing that child in a back seat in an appropriate child passenger restraint system meeting federal motor vehicle safety standards.

Exemptions:

- A child under eight (8) years of age may ride properly secured in an appropriate child passenger restraint system in the front seat under any of the following circumstances:
 - There is no rear seat.
 - The rear seats are side-facing seats.
 - The rear seats are rear-facing seats.
 - The child passenger restraint system cannot be installed properly in the rear seat.
 - All rear seats are already occupied by children seven years of age or under.
 - Medical reasons require that a child cannot ride in the rear seat. Proof of the child's medical condition may be required.
- However, a child cannot be transported in a rear-facing child passenger restraint system in a front seat that is equipped with an active frontal passenger airbag.

- A child under eight (8) years of age who is four feet nine inches (4'9") in height or taller may be *properly restrained by a safety belt* instead of a child passenger restraint system. *Properly restrained by safety belt means that the lower (lap) portion of the belt crosses the hips or upper thighs and the upper (shoulder) portion of the belt crosses the chest in front of the occupant.*
- A child weighing more than 40 pounds may be transported in the backseat of a vehicle while wearing only a lap safety belt when the backseat of the vehicle is not equipped with a combination lap and shoulder safety belt.
- In case of a life-threatening emergency or when a child is being transported in an authorized emergency vehicle, if there is no child passenger restraint system available, a child may be transported without the use of that system, but the child must be secured by a seatbelt.
- A court may exempt a child from the Child Safety Belt and Passenger Restraint Requirements if certain determinations are made.

Use of child passenger restraint system for child between 8 and 16

A parent, legal guardian, or driver shall not transport on a highway in a motor vehicle a child who is eight (8) years of age or older, but less than 16 years of age, without properly securing that child in an appropriate child passenger restraint system or safety belt meeting federal motor vehicle safety standards.

Call your local health department for more information at:



For more information on safety seats: www.chp.ca.gov



STATE OF CALIFORNIA • CHILD CARE LICENSING • DEPARTMENT OF SOCIAL SERVICES



Kaitlyn's Law



www.ocfa.org

www.ocsd.org

Did you know that it is illegal to leave a child under the age of six alone in a vehicle? State law mandates that any child left in a vehicle must have supervision from a person who is 12 years of age or older. Unfortunately, millions of children are left unsupervised in or around vehicles each year, and the results are often tragic.

What is Kaitlyn's Law?

In the fall of 2001 the Governor of California signed into law Senate Bill 255, also known as *Kaitlyn's Law*. Named for Kaitlyn Russell, a six-month old who died after being left by a babysitter in a parked car for more than two hours, the law makes it illegal for a child to be left unattended in a motor vehicle. **California Vehicle Code 15620** states a parent, legal guardian or other person responsible for a child who is 6 years of age or younger may not leave that child inside a motor vehicle without being subject to the supervision of a person who is 12 years of age or older, under either of the following circumstances:

- Where there are conditions that present a significant risk to the child's health or safety.
- When the vehicle's engine is running or the vehicle's keys are in the ignition, or both.



Dangers to Children Left Unattended in Cars Include:

- Heat Stroke
- Hypothermia
- Carbon Monoxide Poisoning
- Body Parts Crushed by Power Windows and Sunroofs
- Trunk Entrapment
- Abduction or Carjacking
- Runaway Vehicles
- Car Crashes
- Burns or Fires From Cigarette Lighter

2007 Nationwide Statistics

There have been 351 incidents, involving 451 children, resulting in 88 fatalities

Fatalities by Type:

- Back-overs - 48*
- Car Fires - 0*
- Hyperthermia - 14*
- Other - Strangulation - 1*
- Power Equipment - 0*
- Seat Belt Entanglement - 0*
- Struck by Vehicle - 18*
- Vehicle in Motion - 7*

Safety Tips to Help Keep Children Safe:

- Never leave a child in a vehicle with the motor running or the key in the ignition.
- Check to make sure all children leave the vehicle when you reach your destination.
- Keep a stuffed animal in your child's carseat when it's empty. When your child is in the car, place the stuffed animal on the front seat next to you as a visual reminder.
- When running errands with children, remain together in the car by utilizing businesses with drive-through services.
- Use your debit or credit card at the gas pump instead of paying inside.
- Ask grocery store clerks to load your bags into your vehicle and return the cart instead of leaving a child alone, even for an instant.
- Always lock your car, even in the garage or driveway. If a child is missing, immediately check the car including the trunk.
- Never leave keys within the reach of children.
- Teach children never to play in, on or around cars.
- Make it a habit to "look before you leave" before exiting any vehicle.
- Never let children ride or play in the cargo area, trunk or bed of any vehicle.
- If a child is locked inside a vehicle, get him or her out as quickly as possible. Call 9-1-1 for assistance if necessary. If the child appears hot or sick, call 9-1-1 immediately.



Kaitlyn Russell

For More Information

www.4rkidssake.org
www.safekids.org
www.aap.org
www.harrisonshope.org
www.kidsandcars.org
www.ocfa.org
www.ocsd.org

On a warm day, the temperature inside a parked car can reach as high as 140° in as little as two hours.

2002 Vehicle Heat Study

Time elapsed and temperature rise:

10 Minutes - 19°
20 Minutes - 29°
30 Minutes - 34°
60 Minutes - 43°
1 to 2 hours - 50°

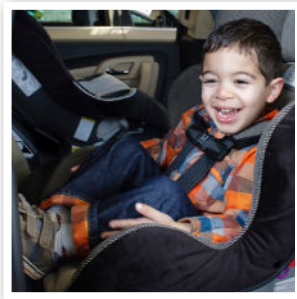
Car Seat Safety Tips

Everything you need to know to keep your kids safe in cars.

Engineers are working hard to ensure that cars and car seats are designed to keep kids as safe as possible. But it's up to every parent to take full advantage of these innovations by making sure car seats and booster seats are used and installed correctly. Here's what you need to know to ensure that your most precious cargo is safe in cars.

Choose the Right Direction: Rear- or Forward-Facing

- For the best protection, keep your baby in a rear-facing car seat until 2 years old or more. You can find the exact height and weight limit on the side or back of your car seat. Kids who ride in rear-facing seats have the best protection for the head, neck and spine. It is especially important for rear-facing children to ride in a back seat away from the airbag.
- When your children outgrow a rear-facing seat after age 2, move them to a forward-facing car seat. Keep the seat in the back and make sure to attach the top tether after you tighten and lock the seat belt or lower anchors (LATCH). Use the top tether at all times. Top tethers greatly reduce your car seat's forward motion in a crash.
- Kids can remain in some forward-facing car seats until they're 65 pounds or more depending on the car seat limits. Check labels to find the exact measurements for your seat. Discontinue use of lower attachment when your child reaches the limits set by your car seat and car manufacturers. Continue to use the top tether. You must read both manuals to know about those limits. Not to worry: Once your child meets the lower anchor weight limits, you will switch to a seat belt. Seat belts are designed and tested to protect all adults as well as children in car seats and booster seats.



Check Car Seat Labels

- Look at the label on your car seat to make sure it's appropriate for your child's age, weight and height.
- Your car seat has an expiration date. Find and double check the label to make sure it's still safe. Discard a seat that is expired in a dark trash bag so that it cannot be pulled from the trash and reused.

Know Your Car Seat's History

- Buy a used car seat only if you know its full crash history. That means you must buy it from someone you know, not from a thrift store or over the internet. Once a car seat has been in a crash, or is expired, it needs to be replaced.



Road injuries are the leading cause of preventable deaths and injuries to children in the United States. Correctly used child safety seats can reduce the risk of death by as much as 71 percent.



Register Your Car Seat

- Register your new or currently used car seat, ensuring that you are promptly notified about future recalls. You can register online with your car seat manufacturer, using the information found on the label on your car seat at safercar.gov. You can also register by filling out the registration card that came with your car seat. It's filled out with your car seat's information. Mail the card; no postage required.

Make Sure Your Car Seat is Installed Correctly

- **Inch Test.** Once your car seat is installed, give it a good tug at the base where the seat belt goes through it. Can you move it more than an inch side to side or front to back? A properly installed seat will not move more than an inch.
- **Pinch Test.** Make sure the harness is tightly buckled and coming from the correct slots (check your car seat manual). With the chest clip placed at armpit level, pinch the strap at your child's shoulder. If you are unable to pinch any excess webbing, you're good to go.
- For both rear- and forward-facing car seats, use either the car's seat belt or the lower anchors and for forward-facing seats, also use the top tether to lock the car seat in place. Don't use both the lower anchors and seat belt at the same time. They are equally safe- so pick the one that gives you the best fit.
- If you are having even the slightest trouble, questions or concerns, certified child passenger safety technicians are able to help or even double check your work. Visit a certified technician to make sure your car seat is properly installed. [Find a technician](#) or [car seat checkup event](#) near you.

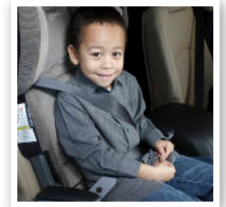
Check Your Car Seat

- Seventy-three percent of car seats are not used or installed correctly, so before you hit the road, check your car seat. [Here's a quick car seat checklist to help you out.](#) It takes only 15 minutes.
- Learn how to install your car seat for free. Safe Kids hosts car seat inspection events across the country where certified technicians can help make sure your car seat is properly installed. They also serve in fixed locations called inspection stations during specific days and times in some communities. You may find an inspection station with certified technicians at a GM dealership, a hospital or even a fire house.

They will teach you so that you can always be sure your car seat is used correctly. [Find a Safe Kids car seat checkup event](#) where we use only certified technicians, near you.

Is it Time for a Booster Seat?

- Take the next step to a booster seat when you answer "yes" to any of these questions:
 - Does your child exceed the forward-facing car seat's height or weight limits?
 - Are your child's shoulders above the forward-facing car seat's top harness slots?
 - Are the tops of your child's ears above the top of the car seat?
- If the forward-facing car seat with a harness still fits, and your child is within the weight or height limits, continue to use it until it is outgrown. It provides more protection than a booster seat or seat belt for a small child.



Be Wary of Toys

- Toys can injure your child in a crash, so be extra careful to choose ones that are soft and will not hurt your child. Secure loose objects and toys to protect everyone in the car.

Buckle Up

- We know that when adults wear seat belts, kids wear seat belts. So be a good example and buckle up for every ride. Be sure everyone in the vehicle buckles up, too.
- Buckling up the right way on every ride is the single most important thing a family can do to stay safe in the car.

Prevent Heatstroke

- Never leave your child alone in a car, not even for a minute. While it may be tempting to dash out for a quick errand while your babies are sleeping in their car seats, the temperature inside your car can rise 20 degrees and cause [heatstroke](#) in the time it takes for you to run in and out of the store.
- Leaving a child alone in a car is against the law in many states.

Car Seat Checkup

Top 5 Things to Do at Home



- Right Seat.** This is an easy one. Check the label on your car seat to make sure it's appropriate for your child's age, weight and height. Like milk, your car seat has an expiration date. Just double check the label on your car seat to make sure it is still safe.



- Right Place.** Kids are VIPs, just ask them. We know all VIPs ride in a back seat, so keep all children in a back seat until they are 13.



- Right Direction.** Keep your child in a rear-facing car seat for as long as possible, until they reach the highest weight or height allowed by your car seat manufacturer. Many kids will be 2 years or more when they outgrow their rear-facing car seat. Move your child to a forward-facing car seat when they are too tall or heavy for a rear-facing convertible seat. Make sure to adjust the harness straps and attach the top tether after you tighten and lock the seat belt or lower attachments (LATCH) after making the change.



- Inch Test.** Once your car seat is installed, give it a good shake at the base. Can you move it more than an inch side-to-side or front-to-back? A properly installed seat will not move more than an inch.



- Pinch Test.** Make sure the harness is tightly buckled and coming from the correct slots (check car seat manual). Now, with the chest clip placed at armpit level, pinch the strap at your child's shoulder. If you are unable to pinch any excess webbing, you're good to go.

Please read the vehicle and car seat instruction manuals to help you with this checklist. If you are having even the slightest trouble, questions or concerns, don't worry. Certified child passenger safety technicians are waiting to help or even double check your work.

Visit safekids.org to find a car seat inspection event in your community.

Pedestrian Safety Tips

Everything you need to know to keep your kids safe while walking.

Whether your kids are walking to school, the park or a friend's house, here are a few simple tips to make sure they get there safely.

Teach Kids How to Walk Safely

- Teach kids at an early age to look left, right and left again before crossing the street. Then remind them to continue looking around until safely across.
- It's always best to walk on sidewalks or paths and cross at street corners, using traffic signals and crosswalks. If there are no sidewalks, walk facing traffic as far to the left as possible.
- Teach kids to make eye contact with drivers before crossing the street.
- Children under 10 need to cross the street with an adult. Every child is different, but developmentally, most kids are unable to judge the speed and distance of oncoming cars until age 10.
- Encourage kids to be especially alert for cars that are turning or backing up.
- Teach kids not to run or dart out into the street or cross between parked cars.
- If kids are walking when it's dark out, teach them to be especially alert and make sure they are visible to drivers. Have them wear light- or brightly-colored clothing and reflective gear.



- Put headphones down or turn off the volume before crossing the street.
- Be aware of others who may be distracted and speak up when you see someone who is in danger.
- If kids need to use a cell phone, teach them to stop walking and find a safe area to talk.



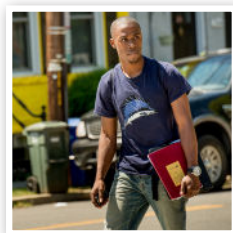
44 kids are hit by a car while walking every day in the U.S.

Let Your Actions Speak as Loudly as Your Words

- Be a good role model. Set a good example by putting your phone, headphones and devices down when walking around cars.
- When driving, put cell phones and other distractions in the back seat or out of sight until your final destination.
- Be especially alert and slow down when driving in residential neighborhoods and school zones. Be on the lookout for bikers, walkers or runners who may be distracted or may step into the street unexpectedly.
- Give pedestrians the right of way and look both ways when making a turn to spot any bikers, walkers or runners who may not be immediately visible.

Take Action Against Distraction

- Teach kids to put phones, headphones and devices down when crossing the street. It is particularly important to reinforce the message with teenagers.



13. Fathers who connect with their children form strong family bonds.
14. Parents can learn ways to calm a crying baby and manage feelings of frustration when a baby is inconsolable.
15. Parents can investigate child care provider for any history of abusing children. Use Trustline to check out child care providers 800-822-8490.
16. Parents can ask for help when depressed or stressed by life's challenges.
17. Parents learning about child safety in the home can prevent accidents and increase awareness of the environment.
18. Parents can use community services such as respite care and home visiting services to strengthen parental resilience when times are tough.
19. Communities can support families by providing free or low-cost activities that encourage parent/child interactions.
20. Community networks collaborating with each other facilitate ease of referrals and obtaining services for families.



STATE OF CALIFORNIA

HEALTH AND HUMAN SERVICES AGENCY

DEPARTMENT OF SOCIAL SERVICES



Office of Child Abuse Prevention

Pub 411 (8/11)



1. Child abuse or neglect is a crime.
2. The California Child Abuse and Neglect Reporting Law (Penal Code sections 11164-11174.3) may be accessed on the internet at www.leginfo.ca.gov.
3. Child abuse and neglect affect children of all ages, races, and incomes.
4. Instances of suspected abuse or neglect should be reported to Child Protective Services (CPS) or police.
5. A listing of California's Hotline Numbers for child abuse reporting for each county may be found at www.childsworld.ca.gov/res/pdf/CPSEmergNumbers.pdf
6. Parents abusing drugs or alcohol are at higher risk of abusing or neglecting their children.
7. Exposure to domestic violence negatively impacts children. Evidence shows a strong connection between domestic violence and child abuse.



8. Children under two years of age are at greater risk of abuse or neglect.
9. Prematurity is a risk factor for child abuse or neglect.
10. Abusive head trauma or shaken baby syndrome often occurs when an adult shakes a child because of inconsolable crying.
11. Children with disabilities are more likely to be abused or neglected than children with no disabilities.
12. Neglected or sexually abused children may not show physical signs of harm.
13. Children in poverty suffer neglect and abuse 22 times more than children in affluent families.
14. It is against the law to knowingly make a false report of child abuse or neglect.
15. Reporting child abuse or neglect only requires "reasonable suspicion" and does not automatically mean the child will be removed from the home.
16. Only Child Protective Services or a law enforcement agency may conduct an investigation into suspected abuse or neglect.
17. In California, mandated reporters are required to report child abuse and neglect. Mandated reporters are those who come into contact with children through their employment and may receive training at mandatedreporter.ca.com.

18. Once investigated, reports of suspected child abuse are categorized as substantiated, unfounded or inconclusive (insufficient evidence).
19. Substantiated and inconclusive reports of child abuse or neglect are filed in the California Department of Justice Child Abuse Central Index (CACI) database.
20. Unfounded reports are purged from the CACI database.

20 WAYS OF PREVENTING CHILD ABUSE AND NEGLECT

4. Parents who ask for help in getting housing, food, transportation, and/or health care protect their families from stress.
5. Being connected to family and friends by sharing celebrations and day-to-day problems makes families stronger.
6. Families who use a family physician and healthcare provider, also known as a medical home, promote good health and children are screened for normal developmental milestones on an ongoing basis.
7. Parents who encourage, listen, and accept expression of emotions help their child to develop healthy self-esteem about themselves and in relation to others.
8. Parents who learn about and practice safe nonviolent forms of child discipline become positive role models for their children.
9. Learning what is normal with their child's development helps parents accept their child as they are and decreases frustration from unrealistic expectations.
10. Parents that utilize recovery programs for alcohol or drug abuse learn to stay clean and stay connected with others.
11. Parent education classes teach parents the benefits of bonding, understanding, and accepting their children's personalities.
12. High quality preschools teach children social skills and build self-esteem.

1. The Child Help USA Hotline offers 24-hour crisis telephone assistance for individuals under stress. Telephone counseling is available in 140 languages 800-422-4453.
2. Organizations such as Parents Anonymous offer self-help groups for parents seeking support and positive parent strategies at www.parentsanonymous.org.
3. Child Abuse Prevention Councils or Family Resource Centers have resources available locally to help families. www.capsac.org/crisisnumbers/ca-councils or 222-familyresourcescenters.net

Tell Me What To Do Instead!

Family Version



COMMUNICATION IS THE KEY

1. Tell your child what to do instead of what not to do.
2. Show your child by demonstrating, modeling, or using a picture of the action.
3. Clearly and simply state what you expect your child to do.
4. Remember young children use inappropriate behavior because they may not understand the social rules and/or because they are unable to consistently apply what they are in the process of learning.
5. Talk to young children using language they understand. Young children may not understand a word like “don’t” because it is a short word for “do not” and he/she may not know what the “negation” of a word means.
6. Encourage your child in a way that lets him/her know that he/she is exhibiting the desired behavior. Use positive, descriptive acknowledgement while the child is making an effort or is doing the desired behavior.
7. Some children will respond better to more subdued expressions, and acknowledging them in a “matter of fact” way might be more effective.
8. For the most part, be enthusiastic and generous with encouragement. Most children can never get enough!

Examples:

Avoid	Say/Model	Positive Descriptive Acknowledgement
Don't run!	<ul style="list-style-type: none"> ▪ Walk ▪ Use walking feet ▪ Stay with me ▪ Hold my hand 	<ul style="list-style-type: none"> ▪ You're holding my hand. That is so respectful. ▪ You walked carefully when carrying your drink. You made a safe choice. ▪ You are so friendly to walk beside me and keep me company.
Stop climbing!	<ul style="list-style-type: none"> ▪ Keep your feet on the floor ▪ Do you need something up high? Let's find a safe way to reach it 	<ul style="list-style-type: none"> ▪ Wow! You have both feet on the floor! You are being safe. ▪ You asked for help to get something, you are being careful. ▪ You really like climbing! I'm glad we went to the park.
Don't touch!	<ul style="list-style-type: none"> ▪ Look with your eyes ▪ Keep your hands down 	<ul style="list-style-type: none"> ▪ You were really listening; you are looking with your eyes! ▪ You kept your hands down. That is respectful.
No yelling!	<ul style="list-style-type: none"> ▪ Use a calm voice ▪ Use an inside voice ▪ Turn the volume down 	<ul style="list-style-type: none"> ▪ You are using a calm voice! You look happy. ▪ You are using a soft voice inside the house. That will help Daddy to finish his nap.
Stop whining!	<ul style="list-style-type: none"> ▪ Use a calm voice ▪ Talk so that I can understand you 	<ul style="list-style-type: none"> ▪ You are talking so clearly! That is so easy to listen to. ▪ You told me with your words what was wrong. That is helpful. ▪ You used your words. How respectful!
Don't stand on the chair!	<ul style="list-style-type: none"> ▪ Sit on the chair ▪ Chairs are for sitting ▪ Do you need something up high? Let's find a safe way to reach it. 	<ul style="list-style-type: none"> ▪ You are sitting on the chair. What a careful girl. ▪ You were responsible when you sat in the chair. ▪ You stood on the ladder. You chose to be safe.
Don't hit!	<ul style="list-style-type: none"> ▪ Gentle hands ▪ Hands are for playing, eating, and hugging 	<ul style="list-style-type: none"> ▪ When you used gentle hands you were being respectful. ▪ You used your hands for clapping! You like being safe. ▪ You are hugging her. What a friendly girl.
No coloring on the wall!	<ul style="list-style-type: none"> ▪ Color on the paper ▪ Put the paper on the easel if you want to color standing up 	<ul style="list-style-type: none"> ▪ Wow. You are coloring so carefully. You are focused. ▪ You put the paper on the easel. That is being responsible. ▪ You are an artist standing at the easel.
Don't throw your toys!	<ul style="list-style-type: none"> ▪ Play with the toys on the floor ▪ Toys stay close to the ground ▪ Please keep the toys on the table ▪ If you are finished, please put the toys away. 	<ul style="list-style-type: none"> ▪ You are playing with the toys on the floor. So safe. ▪ You decided to keep the toys on the table. That will keep them out of the vacuum cleaner. ▪ You put the toys away all by yourself! It looks like you are finished with those. What will you do now?
Stop playing with your food!	<ul style="list-style-type: none"> ▪ Food goes on the spoon and then in your mouth ▪ Say “all done” when you are finished eating 	<ul style="list-style-type: none"> ▪ You're using your spoon. You're being careful. ▪ You said “all done.” That is helpful. ▪ You are practicing manners by eating your food with a spoon and fork.
Don't play in the water/sink!	<ul style="list-style-type: none"> ▪ Wash your hands ▪ If you're finished washing your hands, please dry them 	<ul style="list-style-type: none"> ▪ You washed your hands. What a healthy guy! ▪ You followed the hand washing steps! You try hard.

PARENT SIGNATURE PAGE

ATTENTION PARENTS:

Please sign and return the acknowledgement below verifying that you have received the 2024-2025 Parent Handbook and agree to abide by the policies and procedures described within. This will be maintained in the family file.

Thank You

I, parent/guardian of _____, acknowledge that I have received the Parent Handbook, and that it is my responsibility to become familiar with and abide by the information contained therein.

Parent/Guardian Signature

Date

