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PARENT HANDBOOK

For State Subsidized Classrooms



NCO Head Start
Child Development Program



North Coast Opportunities, Inc. Head Start Child Development Program State Parent Handbook

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Welcome

Welcome to North Coast Opportunities, Inc. Head Start Child Development Program (HSCDP). This handbook was created to assist you in learning about our program and its requirements. Our program is a comprehensive, family focused child development program providing health, mental health, nutrition education, disabilities, and other services to families.

Our program focuses on positive child and family outcomes and to prepare children for success in school and throughout life. Our goal is to provide quality preschool or early childhood education experiences for your child, build a supportive and collaborative partnership with you, and provide you with critical information and other community resources.

We are confident that you and your family will have a wonderful experience at your NCO Head Start Child Development Program Center.

Our Program

The North Coast Opportunities (NCO) Head Start Child Development Program (HSCDP) was established locally in 1968. The HSCDP operates eleven centers throughout Lake and Mendocino Counties. Funding is provided by a Federal Head Start/Early Head Start grant and by State of California Department of Education contract funding for state preschool (CSPP) and California Department of Social Services for general childcare (CCTR). Head Start and state CSPP funds are blended to provide extended day services to preschool children in 7 Lake and Mendocino County centers. Early Head Start and state CCTR funds are blended to provide extended day services to infants and toddlers in 3 Mendocino County centers.

Our purpose is to **empower children to reach their highest potential.**

Our vision is to **be well known in the communities we serve as a place where happy, healthy children are growing and learning.**

Our program does not discriminate on the basis of gender, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability, or immigration status in determining which children are served.

We welcome children with special needs and provide accommodations as described by the Americans with Disabilities Act. Children with special needs are routinely integrated into all classrooms. We also welcome children that are not yet potty trained, and diapers used in centers are provided free of charge.

In our program every day is a celebration of life, children, and families. We want every child and family to feel included in the fun regardless of religious background or home culture, therefore we acknowledge holidays but do not celebrate special holidays or teach holiday curriculum at our centers. In addition, federal and state regulations do not allow our program to provide religious instruction or worship.

We honor parents as their child's first teacher. We have an open-door policy that welcomes parent participation in their child's classroom and provides many other opportunities for parent involvement in the program.

Locations (Extended Day Centers Only)

Lake County

Meadowbrook Head Start & State Preschool License #173002579 6958 Meadowbrook Dr. Clearlake, CA 95422 (707) 994-0854 Preschoolers 3 – 5 years old M, T, TH, F 8:00am – 3:00pm W 8:00am – 1:30pm	Upper Lake Head Start & State Preschool License # TBD 675 Clover Valley Road Upper Lake, CA 95485 (707) 275-2721 Preschoolers 3 – 5 years old M, T, TH, F 8:00am – 3:00pm W 8:00am – 1:30pm
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Mendocino County

Peach Tree Head Start/State Preschool & Early Head Start/CCTR License #233008828 425A S. Orchard Ave. Ukiah, CA 95482 (707) 463-8600 Preschoolers 3 – 5 years old M, T, TH, F 8:00 am – 4:00pm W 8:00am – 1:30pm Toddlers aged 18 – 36 months M, T, TH, F 7:45 am – 4:15 pm W 7:30 am – 1:30 pm	Nokomis Head Start/State Preschool & Early Head Start/CCTR License #233002483 499 Washington Ave. Ukiah, CA 95482 (707) 462-2671 Preschoolers 3 – 5 years old M, T, TH, F 8:00 am – 3:00pm W 8:00am – 1:30pm Toddlers aged 24 – 36 months M, T, TH, F 7:45 am – 4:15pm W 7:30 am – 1:30 pm
North Ukiah Head Start/State Preschool License #230111843 1100 N. Bush St. Ukiah, CA 95482 (707) 462-2835 Preschoolers 3 – 5 years old M, T, TH, F 8:00am – 3:00pm W 8:00am – 1:30pm	Willits Early Head Start & CCTR License #233003724 Brookside Elementary School Campus Spruce & Lincoln Way Willits, CA 95490 (707) 459-1457 Infants and Toddlers aged 3 – 36 months M – TH 7:45 am – 4:15pm F 7:30am – 1:30pm
Willits Head Start & State Preschool License #230111196 Brookside Elementary School Campus Spruce & Lincoln Way Willits, CA 95490 (707) 459 – 5141 Preschoolers 3 – 5 years old M, T, TH, F 8:00am – 3:00pm W 8:00am – 1:30pm	

How to Qualify for the Program

Eligibility

Applies to Head Start/State Preschool and Early Head Start/CCTR extended day classrooms only. Age and income eligibility will be determined as follows:

Age: For proof of child's age, we require one of the following documents:

- Copy of birth certificate
- Verification of services from DSS, Baptismal certificate
- Copy of Medi-Cal card
- Copy of any other legal document containing child's name and date of birth

Eligibility Criteria: is based on:

1. family being a current cash aid recipient,
2. family being income eligible,
3. family is homeless,
4. family has a child who is at risk of abuse or neglect or is receiving child protective services through the county social services department. The child has a disability
5. family who has a member of its household who is receiving benefits from any of the following governmental programs:
 - Medi-Cal
 - CalFresh
 - California Food Assistance Program
 - California Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)
 - The Federal Food Distribution Program on Indian Reservations
 - Head Start
 - Early Head Start
 - CalWORKs

After all, otherwise eligible families have been enrolled, a part-day CSPP may enroll:

- Children from families whose income is no more than 15% above the eligibility income eligibility
- Children with exceptional needs as defined in EC 8205, whose family income is above the income threshold.

Enrollment Coordinators will assist you individually with specific documentation that is required for your particular circumstances. Examples include:

- Income from either month of the two-month window immediately preceding application, including but not limited to gross wages including overtime, tips, bonuses, child support. Also gambling, lottery winnings, disability or unemployment or workers compensation, or portion of student grants or scholarships not identified for educational purposes such as tuition, books, or supplies. Income documentation will be required for each adult living in the home that is counted in family size.
- Current cash aid recipient - Notice of Action from welfare department, receipt, Verification of services, etc.

- Homelessness - referral from emergency shelter or your written declaration of homelessness and a statement describing your living situation.
- Child Protective Services - statement from the local county welfare department dated within 6 months that includes specific information.
- At risk of abuse or neglect - a statement from a legally qualified professional licensed by the State of California to provide legal, medical, health or social services, including probable duration of the at-risk situation.
- Governmental programs- documentation that demonstrates the family is certified for a governmental program as well as the application for the government program with the family's income for purposes of prioritization. If the applications for means-tested government programs are not available, the family can self-certify that they do not have access to the application, and to the best of their recollection, the income declared on the application for the means-tested government program.

Family Size

To determine eligibility based on income, family size must also be determined. Family consists of parents (biological, adoptive, stepparent, foster, relative, legal guardian, domestic partner of the parent or any other adult living with the child that has responsibility for the care and welfare of the child), and children for whom the parents are responsible and comprise the household in which the child applying for services lives. At least one of the following documents will be required for each child living in the household. Enrollment Coordinators will assist you if you have any questions.

- Birth certificate, or other live birth records
- Child custody court order
- Adoption documents
- Foster Care placement records
- School or medical records
- County welfare department records
- Other documentation that is reliable and indicates the relationship of the child to the parent.

Additionally, if you are the only parent signing the application and the child's birth record indicates the child has another parent whose name does not appear on the application, you shall self-certify the presence or absence of that parent by initialing item 1 in Section V certification and signature of parent/caretaker of the application for services, and by checking the single box at the top of Section I.

Need for Care

Applies to Early Head Start / CCTR classrooms only:

Families who are eligible for subsidized childcare and development services shall document that each parent in the family meets at least one of the following need criteria:

- The child(ren) is (are) a recipient of child protective services, or identified as abuse, neglect, or exploited, or at risk thereof.
- The parent is employed (if days/hours of need for care cannot be determined from pay stub; enrollment coordinators will obtain verification from employer with your permission. If you are self-employed, a declaration of days/hours of need with supporting documentation will be required.
- The parent is seeking employment— no more than 5 days a week for less than 30 hours per week —a parental declaration required.
- The family is experiencing homelessness.

- The family is seeking permanent housing for family stability– no more than 5 days a week for less than 30 hours per week.
- The parent is enrolled in vocational training (must be for vocational trade – not just degree programs)– can include travel and study time - enrollment will assist with service limitations.
- The parent is enrolled in an educational program- childcare and development services will be limited in total to six years from the initiation of services based on enrollment in educational program. Days and hours of need will be determined based on the documentation provided.
- The parent is incapacitated – the incapacity will be based on a statement from a health professional. –days and hours will be determined based on the statement of incapacity.

Family Fees

Applies to Early Head Start/CCTR classrooms only:

Some families with children enrolled in state subsidized childcare may be required to pay a fee. Fees are based on the hours of certified need for childcare, family size, and income. Family fees, if any, will be at the current State government prescribed rates and will be detailed separately in the Enrollment Contract.

Family fees are waived for Child Protective Services and at-risk families if requested in the written referral by the CPS worker or qualified professional. Fees are also waived for families in the severely handicapped program, receiving CalWORKs cash aid and with an income level that, in relation to family size, is less than the first entry in the Family Fee Schedule. The total period of exemption from family fees shall not exceed 12 months.

- Fees are charged per family, not per child. If the family has more than one child in a state subsidized childcare program, the fee shall be assessed and collected based on the child who is enrolled for the longest period of time.
- Fees are charged and collected in advance of services, and no adjustment shall be made for excused absences. If the parent(s) work on a fluctuating schedule, the fee may be estimated in advance and then adjusted the following month. Any credits will be applied to the subsequent billing period.
- Parents will receive a bill on the 20th of each month in advance of childcare services to be provided the following month. Fees are to be paid in full by the 1st of the month and are delinquent by the 7th of the month. If fees are not paid, a Notice of Action (NOA) will be issued for delinquent fees, and childcare services will be terminated 14 days from receipt of the NOA unless fees are paid in full.
- If necessary, a parent may request a reasonable payment plan for payment of delinquent fees by contacting the EHS Enrollment Coordinator. A written, signed payment plan will be developed. Childcare services will continue provided future fees are paid in full when due and delinquent fees are paid according to the payment plan. If a parent misses a payment while on an agreed upon payment plan, a NOA will be issued for violating the parent fee policy and childcare services will be terminated 14 days from receipt of the NOA unless all delinquent fees are paid in full.
- Upon termination of services for nonpayment of delinquent fees, the family will be ineligible for future state subsidized childcare services until all delinquent fees are paid in full. Additionally, the delinquent account may be turned over to a collection agency.

How Families are Selected

Our program actively recruits for families year-round and accepts walk-ins at all Head Start/State Preschool and Early Head Start/CCTR sites and at the Ukiah central administrative office. A waiting list is maintained year-round to fill vacancies as they occur.

Services for extended day classrooms are funded by federal and state contracts which define rules for eligibility. A Priority Rating Scale based on these federal and state criteria is developed annually with input from the Program Policy Council and the community assessment. Priority ranking for selection in a Head Start/State Preschool classroom or an Early Head Start/CCTR classroom include but are not limited to:

State Preschool

First priority:

- Three-year-old or four-year-old children who are recipients of child protective services or who are at risk of being neglected, abused, or exploited and for whom there is a written referral from a legal, medical, or social service agency.

Second priority:

- All three- and four-year-old children with exceptional needs from families with incomes below the income eligibility threshold. Within this category, children from families with lowest income according to the most recent schedule of income ceiling shall be enrolled first.

Third priority:

- To eligible CSPP three- and four-year-old children not enrolled in transitional kindergarten (TK). With this priority category, children whose families have the lowest income ranking based on the most income ranking schedule.

Fourth priority:

- After all, otherwise eligible children have been enrolled, children from families whose income is no more than 15 percent above the eligibility income threshold may be enrolled.

Information from the child application is used to develop points that are then entered into a database. The database is used to produce a waiting list in order of ranking. In the case of identical rankings, the child that has a primary home language other than English shall be enrolled first. If there are not families with a child that has a primary home language other than English, the child that has been on the waiting list for the longest time shall be admitted first.

CCTR

First Priority:

- Child Protective Services recipient or referral
- Child at risk of abuse or neglect as determined by written referral from a licensed professional.

Second Priority:

- All eligible families who are income eligible
 - a) Within this priority families with the lowest income ranked.
 - b) If two or more families are in the same priority in relation to income, the family that has a child with exceptional needs shall be admitted first. If there is no family with a child with exceptional needs, then family in which the primary home language is a language other than English shall be admitted first.
 - c) If there is no family within the same income ranking that meets the criteria above, the family with the same income ranking that has been on the waiting list the longest shall be admitted first.

As classroom openings become available, children with the highest points are matched to the appropriate classrooms and the family is notified for completion of required pre-enrollment paperwork.

Displacement

If it is necessary to displace families, families shall be displaced in reverse order of admission priorities.

Enrollment Process

Application for Services:

The first step in the application process is to fill out the Head Start/Early Head Start Application. Applications are available on our website (www.ncoheadstart.org) or at the Head Start Central Office, 550 N. State Street, Ukiah, or at any of the Head Start/Early Head Start centers in Lake and Mendocino Counties. The application itself lists the documents required to determine eligibility and can be delivered or mailed to any Head Start/Early Head Start center or the Central Office.

- Once the application is turned in an enrollment coordinator will mail you a letter to verify receipt of the application and to request any additional documentation if needed.
- All enrollments are coordinated through the Central Office in Ukiah; however, eligibility interviews can be conducted by appointment at any of the Head Start/Early Head Start centers.
- Ideally a pre-enrollment packet is completed in person with an enrollment coordinator or other designated staff, however, it may be conducted by phone if it is a hardship for the parent(s) to meet in person.
- Once the pre-enrollment paperwork is complete the child is placed on the waitlist according to priority points and the parent is notified of the application status by letter.
- When there is an opening in your preferred classroom or geographical area, an enrollment coordinator will telephone you to assist in completing the enrollment process. If the enrollment coordinator is unsuccessful in contacting you, after three attempts a letter will be sent requesting you contact enrollment by a certain deadline. If you do not contact enrollment within the stated time, the enrollment coordinator will move on to the next eligible child on the waitlist.
- The enrollment coordinator will provide all documentation necessary and will walk you through this process and the documents will be signed by both you and the enrollment coordinator before your child may begin attending school.

How to Continue in the Program

Abide by NCO HSCDP Policies, Procedures, and Requirements:

To continue receiving services for your child you must abide by all policies, procedures, and requirements. Head Start/Early Head Start services are provided free of charge to families. The only fee for services, based on family size/ income, may be for childcare services received for providing extended day services to infants and toddlers.

Most of the HSCDP policies, procedures and requirements are based on regulations required by our funding sources and we are held accountable for the federal and state funding we receive. Also, because we provide referrals and services for the whole family as well as the child, the more information you can provide us, the better we will be able

to serve you. All information given to us is kept completely confidential and will not be shared without your written permission.

Notification of Changes:

- **For Early Head Start/CCTR extended day infant/toddler classrooms:** Your family shall meet all eligibility and need requirements for 24 months before having eligibility or need recertified and shall not be required to report changes to income or other changes for at least 24 months. Your family may voluntarily report on income or other changes. This information shall be used, as applicable, to reduce your family's fee or to increase or reduce your family's services
- **For Head Start/CSPP extended day preschool classrooms:** Your family is certified as eligible for enrollment and remains eligible for the current program year and the following program year.

Recertification

- **For Early Head Start/CCTR extended day infant/toddler classrooms:** After initial certification and enrollment, your family must be recertified for eligibility and need no later than 50 calendar days following the last day of the 24-month certification period, which starts with the day the agency's authorized representative signed the last application for services. Parents will be notified in writing in the final 30 days of the 24-month certification period.
- **For Head Start/CSPP extended day preschool classrooms:** There is no requirement for recertification during the current school year.

Reporting Changes (CCTR Only)

The California Department of Social Services requires NCO/HSCDP to inform all families that they can voluntarily report changes at any time. The reporting changes policy (CDS800) shall be signed at the time of initial enrollment and at each re-certification appointment. The parent's signature verifies that they understand the policy.

Families may voluntarily report changes to:

- Reduce Family fees.
- Reduce service schedule.
- Increase service schedule.
- Disenroll from the program due to no longer needing services.

Families have an obligation to report increases in income that exceed the 85% threshold for ongoing income eligibility, and the family's ongoing eligibility for services shall at that time be re-determined. A copy of the most recent schedule of income ceilings will be provided to you at certification and recertification.

Program Philosophy, Goals, and Objectives

Desired Results Developmental Profile (DRDP)

Our program is committed to improving the school readiness of all children by measuring progress in cognitive, physical, and social-emotional domains and developing individualized goals to move each child along the developmental continuum.

- We do this by conducting ongoing assessments using the Desired Results Developmental Profile (DRDP) tool.
- DRDPs are completed two times per school year on all children, beginning within the first 60 days of enrollment (usually around the end of October) and in March.
- After each assessment data is aggregated and results are reviewed, analyzed, and used by teachers to plan and conduct age and developmentally appropriate curriculum.
- Parent/teacher conferences are held 3 times a year to share information about assessments and to help develop or review goals for home and school that will support the child's growth, development, and school readiness.

Education Program

Our program is committed to giving all children opportunities to develop positive self-esteem, social competence, and a desire to learn. We use a comprehensive and integrated approach in developing and delivering education services that are aligned with all state and federal mandates. Each child is recognized for their individual uniqueness and curriculum and is strength-based to ensure that each child is acknowledged for their individual abilities and needs.

Curriculum: Our program offers a safe and nurturing learning environment for all children. We ensure that our activities are developmentally appropriate and support all children, including children with disabilities. Our classrooms have predictable routines and transitions that help children feel secure and promote their literacy and numeracy development.

We base our curriculum on the California Preschool/Transitional Kindergarten Learning Foundations and the Creative Curriculum for Preschool and Infants & Toddlers. These foundational principles guide our teaching and help us create a rich learning experience for your child. We also include enhancements to the curriculum to further support your child's growth and development.

Enhancements to the curriculum include:

- Food for Thought– a nutrition education curriculum.
- Second Step - a positive behavior supports curriculum for preschool classrooms.
- I Am Moving I Am Learning - a gross motor curriculum.

Screenings: Within 45 calendar days of entry into the program, all children are screened using the Ages & Stages Questionnaire (ASQ) – a developmental screening tool and the Ages & Stages Social Emotional Questionnaire (ASQ:SE) – a social emotional screening tool.

- All information from screenings is shared with parents at teacher conferences.
- Screenings help teachers and parents identify strengths and concerns.
- Screenings help teachers and parents individualize activities to support the child's development.

Environmental Rating Scales

Our program uses the Infant/Toddler Environmental Rating Scale (ITERS) and Classroom Assessment Scoring System (CLASS) Environment to measure each classroom environment and evaluate what changes, if any, would be beneficial to children and staff.

- ITERS observations are conducted in each infant/toddler classroom once a year.
- CLASS Environment observations are conducted in each preschool classroom once a year.

- Staff members who conduct the observation are trained to use the observation tool.
- Results are analyzed by education supervisory and management staff.
- Classroom teachers review the ITERS or CLASS Environment and create an action plan based on their scores. If there is a score below 5 on the ITERS or below 3 on the CLASS Environment, they create a goal for that specific domain/area. If they have no concerning scores, they create an action plan with goals focused on math/science and/or language/literacy.
- Education supervisory and management staff provide additional training, instructional materials or assistance with schedule changes, supervision, space, etc. to improve the classroom environment if indicated.

Staff Child Ratio

Our program shall maintain at least the following minimum ratios in all centers:

- a) Infants (birth to 18 months old)-1:3 adult-child ratio, 1:18 teacher-child ratio.
- b) Toddlers (18 months to 36 months old)-1:4 adult-child ratio, 1:16 teacher-child ratio.
- c) Preschool (3 years old to enrollment in kindergarten)-1:8 adult-child ratio, 1:24 teacher-child ratio.
- d) Children enrolled in kindergarten to 13 years old-1:14 adult-child ratio, 1:28 teacher-child ratio.

Compliance with these ratios shall be determined based on actual attendance.

Health, Nutrition, and Safety/Disaster Preparedness

Our program recognizes it is in a privileged position to instill good health practices that will be beneficial to the children it serves. In addition, we have the opportunity to educate parents and staff in healthy lifestyle and illness/injury prevention practices.

Children cannot learn if their basic physical health needs are not being met. We work with the family to ensure:

- Well child exams and immunizations are obtained and support given to ensure children remain on a current pediatric preventative schedule.
- Dental and audio/vision obtained from physicians and referrals for follow up treatment are made and monitored for completion.
- A lead test at 12 and 24 months or one before the age of 5 is administered.
- Trained staff conduct daily health checks to ensure the child is ready to learn.
- Children and families are educated on the benefits of positive health and dental health practices in the classroom, one on one with family services staff and during monthly parent meetings.
- Referrals to health and social services are provided to families based on needs identified during the screening process or family goal setting meetings.
- Each family is linked with a medical and dental “home” within 90 days of entering the program.

Daily Health Checks

When you arrive at school, together you and the teacher will do a quick health check with your child. The daily health check will help protect your child, other children and staff from illness and is a routine way of welcoming your child to the center. During the health check:

- Please share with the teacher how your child has been feeling and share any other health-related information that will assist the teacher in taking the best care of your child.

- You must stay with your child until the health check is complete – this is a California Licensing requirement.
- Health checks are conducted in a manner that respects your family's confidentiality regarding health issues.
- Following the health check accompany your child to the classroom, help get them settled and sign the child in for the day.

Daily Health Check Guide

- Fever of 100°F or above.
- Diarrhea = 2 watery stools within 24 hours.
- Vomiting twice within 24 hours.
- Skin rash, pale, flushed, hot to touch or clammy, yellowish.
- Eye infection, swollen, redness, crusty.
- Earache
- Sore throat, swollen glands, and sores around the mouth.
- Excessive crying, fussiness, cannot participate, or has no appetite for unknown causes.
- Has head lice, nits.
- Unexplained rash
- Stomach pain that lasts more than 2 hours or stomach pain that stops and starts along with a fever or other symptoms.
- Difficult breathing, congested cough, wheezing.
- Lethargic, unresponsive.

If a child is sent home or home ill, with any of the above, they must be symptom free for 24 hours WITHOUT medication to return to the center. Please discuss backup childcare plans.

Temporary Exclusion of Ill Children Policy

When a child is not feeling well, they may be temporarily excluded from school. This decision is made by the Site/Early Learning Supervisor and/or the Teacher if one of the following conditions exists:

- a) The illness prevents the child from participating comfortably in activities as determined by the Teacher and/or Site/Early Learning Supervisor.
- b) The illness results in a greater need for care than the teaching staff can provide without compromising the health and safety of the other children as determined by the Teacher and/or Site/Early Learning Supervisor

**NOTE: Child must be symptom free 24 hours from the time they are sent home without medication.*

Immunization Policy

Vaccination is a safe and effective way of protecting children from dangerous childhood diseases. Our program places great emphasis on the importance of timely immunizations based on the immunization schedule set forth by the American Academy of Pediatrics (AAP), the Advisory Committee on Immunization Practices (ACIP), and the American Academy of Family Physicians (AAFP).

- In accordance with California Community Care Licensing requirements, a child who is not up to date on immunizations may not attend class until immunizations are brought up to date.
- If a child is up to date but immunizations are not completed (e.g., the child just received the 3rd DTaP shot and must wait 6-12 months to receive the 4th DTaP), the Health services staff will work with family services

staff to notify the parents when shots are due, and family services staff will support the family in keeping the immunizations up to date.

- If a child is 10 days past the immunization due date, they will not be able to attend until they receive the vaccination (this does not apply to families experiencing homelessness).
- Failure to keep the immunizations up to date will result in the issuance of a 14 Day Notice (H606) and a Notice of Action (NOA) (CD7617).

Medications Policy

To support high level health services for children enrolled in the HSCDP, certain necessary medications may be administered to a child during school hours following these procedures:

- Parent/guardian must notify the program that their child requires medication and must give written permission for staff to administer it during school hours.
- The form H609 Medications-physician's instructions form must be completed and signed by the physician for each medication being administered.
- The H608 form Medications Parent Permission Log must be completed by Staff with parent and are then trained to safely store, handle, and administer any medication prior to administering it to a child.
- Medications are kept in the original container from the pharmacy labeled with the child's name, physician's name, type of medication, dosage, how often and when to administer, expiration date, and any special instructions. Medications are administered exactly as indicated by the physician's instructions (i.e., the time and the dosage; with food or on an empty stomach).
- Staff training must be conducted by the parent and/or a health care professional knowledgeable of the child's medical situation.
- Following medication administration staff will observe the child for side effects and alert the parent to any mild side effects or call 911 for any severe reactions.
- The Health Services will coordinate communication between the parent, physician and staff and monitor that all necessary signed documentation and training is received.
- At no time will staff administer medication without parent permission, physician written instructions and completed training.
- Parent/guardian may also come to the center to personally administer medication to their child if desired.

NIT Free Policy

Head lice infestations are a common occurrence among young children, particularly within early childhood settings serving ages 3 months to 5 years. Due to the developmental stage of this age group, including close contact during play and the shared use of items such as dress-up clothes, maintaining a consistent and preventative approach is essential.

To support the health and well-being of all children and staff, the following policy is in place:

- Staff will conduct routine visual checks for signs of head lice during the daily health check.
- If live lice or nits are identified, the child's parent or guardian will be notified immediately and required to pick up the child from the center.
- **Staff are not permitted to remove or "pick" nits from a child's hair while at the site.** This is to ensure appropriate hygiene practices, maintain staff boundaries, and respect the child's comfort and dignity.

- The child may return to the program only after appropriate treatment has been completed and the child is confirmed to be nit-free.
- Families will be notified when there is a known case or outbreak of head lice within the center to encourage prompt monitoring and treatment at home.
- For families experiencing recurrent head lice infestations or requesting assistance, staff may refer them to a community agency and/or their primary care provider for support with treatment and elimination.

This program follows a strict **No Nits Policy**, meaning children will not be readmitted until all nits have been fully removed. Information regarding treatment and prevention of head lice is available at each site for family reference.

Repeated occurrences of head lice infestations do not require a report to Child Protective Services (CPS). However, families experiencing ongoing or recurrent infestations will be offered referrals to community resources, such as Public Health Department, for additional support with effective treatment and prevention strategies.

This policy is designed to promote a safe, healthy learning environment while supporting families with the resources needed to manage and prevent head lice.

Nutrition

Our program promotes high standards of nutrition in all aspects of the program. Good nutrition is seen as a vital link to learning and overall health. Children, families, and staff are encouraged to develop healthy eating habits. Healthy and nutritious meals are provided to all children, free of charge. Children with food allergies and/or disabilities have a right to free accommodation. We provide these services upon request, and work with families to obtain the required documentation.

- A healthy food policy was created by the Program Policy Council (PPC) that supports the inclusion of healthy foods in centers and parent functions.
- Children are served breakfast, lunch, and snacks, depending upon their hours of attendance.
- Menus focus on fresh seasonal foods and offer a variety to introduce children to new foods in different ways.
- Menus are culturally and developmentally appropriate for the age of the children served and meet or exceed Child Care Food Program nutritional requirements.
- Meals are cooked on site for each classroom by trained cooks.
- Meals are served in a family style, and children can choose their food.
- Staff or adult volunteers are at each table to model politeness and provide a pleasant, relaxing atmosphere to allow children opportunities for socialization and to develop healthy attitudes about food.
- Each week in the preschool classrooms, there will be a nutrition activity that teaches children about healthy food choices that help their bodies grow. They will be involved in activities such as tasting new foods, washing vegetables, and baking bread. Check your site calendar to see the featured food of the week.
- Nutrition information is provided to all families through newsletters, recipes, monthly menus, parent education sessions, and home visits.
- Colorful nutrition education information and menus are displayed in parent rooms reflecting the meals served and any current topics that promote healthy eating.
- All children enrolled in the Program receive nutritious meals daily at no charge

Our program is a sponsor of the Child Care Food Program. 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.

Healthy Food Policy

The NCO Head Start Child Development Program (HSCDP) supports children's health, growth, and development by providing safe, nutritious, and age-appropriate foods. All foods served must meet Head Start nutrition standards and Child and Adult Care Food Program (CACFP) requirements while maintaining safe food practices and a positive mealtime environment. HSCDP promotes healthy food choices by limiting foods high in sugar, sodium, fat, artificial coloring, and additives, and by fostering healthy eating habits and high nutritional standards

The use of food as a reward or punishment is not permitted, as maintaining a positive, healthy, and non-coercive mealtime environment is essential.

Food Preparation, Service, and Safety Regulations

In accordance with Department of Environmental Health Food Facilities Regulations, Section 114015 (27604), all food served to children must be prepared at an HSCDP center. Food preparation must follow safe food handling practices and comply with Head Start and CACFP nutrition requirements.

Food prepared for service within the program must remain under HSCDP food safety controls and CACFP meal service regulations. Food prepared at the center may not be sent home with children, families or staff. Food prepared or stored in private homes may not be served to children in Head Start centers. The program cannot ensure how food has been handled, transported, or stored, including whether proper temperature control, allergen safety, and sanitation have been maintained outside of its supervision, which could create food safety risks and affect program compliance

Potlucks may not be offered or scheduled as HSCDP activities involving children or families.

Outside food from families or individuals may not be brought into the program or served during program activities.

Donated Food HSCDP may accept limited food donations from approved grocery partners. If a situation arises regarding potential food donations, staff should contact Health and Nutrition Services for guidance on USDA-specific requirements and approval.

Age-Appropriate Food HSCDP prioritizes foods that are developmentally appropriate and safe for young children. Certain foods present choking hazards for this age group. Foods identified by the American Academy of Pediatrics as choking hazards are not permitted, as young children may not yet have the oral development necessary to safely chew and swallow these items.

* All Head Start staff are responsible for ensuring that families, staff, and all visitors, including partner agencies, understand the Healthy Food Policy and the reasons for these guidelines.

Protecting Children with Allergies from Allergens Policy

Children with allergies will be protected from allergens in classrooms and playgrounds while enrolled at HSCDP. Children with special medical allergies, intolerances, or chronic diseases which require food substitutions are accommodated when supported by a medical statement.

Modifications can be made to the menu for children who are unable to consume program meals due to mental or physical disabilities.

Changes to that child's menu are made as close as possible to the other children's food, considering the child's preferences and nutritional needs.

Disaster Preparedness

In emergency situations, staff members are prepared to act quickly to ensure the health and well-being of each child. The staff that are knowledgeable and well-trained in health emergency procedures are prepared to protect the children in their care.

- Prior to the start of school, the Site/Early Learning Supervisor develops the Emergency Disaster Plan (LIC610) with the site staff.
- Health and Safety Code 1596.876 requires an Earthquake Preparedness Checklist (LIC9148) be included as an attachment to the Emergency Disaster Plan (LIC610).
- Both forms are posted in the classroom and are accessible for the public to review.
- A Floor Plan with clearly marked exit routes is posted near to Emergency Disaster Plan (LIC610) and Earthquake Preparedness Checklist (LIC9148).
- The Earthquake Preparedness Checklist form (LIC9148) is a useful tool for site staff to ensure that all precautions have been made to ensure that the site is ready in case of an earthquake emergency.

Before a Disaster

- Teachers, other staff, and volunteers are trained on the procedure.
- Rooms are checked for hazards using Earthquake Preparedness Checklist form (LIC9148).
- Emergency food and other supplies are available on site.
- Children have fire drills every month and earthquake safety drills every six months.
- In case of fire, children learn evacuation procedures.
- In case of earthquake, children learn proper drop and cover procedures.
- Children will be guided to the safest location for protection.
- Children will learn proper evacuation procedures for each emergency situation.
- Teachers will be responsible for keeping children safe and protected in a disaster.

After a Disaster

- Staff will follow the current Emergency Disaster Plan (LIC610) that is posted at each site.
- Site staff will stay with the children until all children have been released to a parent or an authorized person.
- Site/Early Learning Supervisor will only release children to parent or authorized person on the child's I.D. and Emergency Information form (LIC700). Parent or authorized person must sign-out the child.

If necessary, teachers with children will relocate to prearranged evacuation site. If children and staff must go to the Relocation Site, a sign will be posted on the outside door/s to alert parents as to where their children are being kept safe.

Shelter-in-Place

“Shelter-in-place” means that staff and children in the center will remain inside the center building. It may be used in emergencies such as severe storms, outside hazardous chemical spills, or unhealthy air quality such as smoke from wildfires.

- Site/Early Learning Supervisor or emergency responders determine when to shelter-in-place.
- Site/Early Learning Supervisor will alert the Program Director as soon as possible to decide if and when parents should be contacted for pick up.
- The center will remain in shelter-in-place until the situation is deemed safe and the emergency responders, Site/Early Learning Supervisor and/or Program Director gives the “all clear” signal.

*Evacuations*If Ordered to Evacuate:

- Evacuations will be done immediately.
- Emergency personnel will direct staff to when and where to evacuate.
- Transportation to move children away from the center will be provided by emergency personnel.
- Notification to parent/guardians for reunification will be coordinated through central office.

On-Site Evacuation

On-site evacuation is to be used when locations outside of the center buildings are safer than inside. Hazards could include a fire or gas leak in the building, chemical or electrical issues, or following an earthquake after shaking stops.

Off-Site Evacuation

Off-site evacuation is to be used for a bomb threat or when the severity of the disaster requires moving children and staff to an area located further away from the center.

Reunification of children and families:

- Site staff will meet parents or pick up person to verify identification and ensure the person is authorized on the Child's ID & Emergency card (LIC700).
- Site staff will stay with the children until all children are released to parent or authorized pick-up person.
- If a child is released to emergency personnel staff will obtain the following information:
- The person's name, agency they work for, vehicle license plate number and the location where the child will be taken.
- Site staff will notify parents or primary contact person listed on the child's emergency card.

Social Services

Parent Involvement and Education

Parent engagement is the cornerstone of the HSCDP. One of our most important goals is to support parent/guardians as the principal influence in their child's life. Staff work in partnership with families to support their child's school readiness. Staff support parents in developing goals for themselves and provide information or resources in the community that will help them reach their goals. Through our family partnership agreement process HSCDP staff works to support family wellbeing, nurturing parent-child relationships, families as lifelong learners and

educators, family connections to peers and community and families as advocates and leaders. We do this by providing:

- An orientation for parents that introduces their child's center and covers basic information in this handbook and about the program.
- An open door policy where parents are exposed to many opportunities for family participation such as volunteering in the classroom, attending and/or assisting with monthly parent events, serving on the Program Policy Council – which is the parent advisory committee that helps the program make decisions about the program, and the Health & Mental Health Services Advisory Committee – which consists of community health providers, parents and staff that discuss policies, procedures and resources for health services in the communities we serve or participate in our Parent Ambassador Program- which is a group of parents that help the program with recruitment of children and families.
- A family services staff person to assist each family with screenings, referrals, family goal setting, positive parenting, the family partnership agreement process to develop family life goals, and kindergarten transitions.
- Parent conferences with family services staff and teachers two to four times a year, held at home, at the center, or another location of the parent's choice.

Community Involvement

Our program engages in a process of collaborative partnerships with many community agencies. We recognize that community partnerships are vital to our mission of recruiting families most in need and providing referrals to enrolled children and families. Some of the ways we do this are by:

- Having a formal Memorandum of Understanding (MOU) with numerous community providers such as regional centers, county offices of education, local school districts, Child Protective Services, Healthy Start, domestic violence shelters, homeless shelters, WIC, Foster Grandparents, Rural Communities Child Care, Retired Senior Volunteer Program, First 5, county health and human service agencies, county special education local plan areas (SELPA's), etc. These MOU's spell out mutually beneficial services that each provide to the other.
- Inviting community members to sit on the Program Policy Council and the Health & Mental Health Services Advisory Committee.
- Recruiting children and families year-round by advertising in local papers, family magazines and on radio.
- Developing recruitment materials and distributing them to local agencies and locations such as laundromats, libraries, clinics and doctor's offices, markets, food banks and WIC offices.
- Staff attending and recruiting at community events focused on children and families.
- Encouraging parents to plan and conduct fund development projects for their child's center.

Program Self-Evaluation Process

Our program is committed to program self-evaluation and ongoing continuous improvement to ensure we are not only in compliance with the many state and federal regulations we must follow, but that we also continue to find innovative ways to build upon the existing services we provide. Our annual self-evaluation components include:

- Administering the Desired Results Developmental Profile (DRDP) to all children within the first 60 days of enrollment and then two additional times during the school year.
- Measuring each classroom environment using the Environmental Rating Scale for infants/toddlers or preschoolers.

- Conducting an annual parent survey (5 CCR 18280) using the Desired Results Parent Survey.
- Training and then conducting a program self-assessment in mid-year with Program Policy Council (PPC) members, staff, board, and community members participating.
- Data from the DRDP, CLASS Environment (HS)/Infant/toddler Environment Rating Scale (EHS) , parent surveys and the program self-assessment are entered into a database and the results are analyzed by the PPC and education and other service area specialists and managers.
- Once the results are analyzed, staff develop goals, action steps and timelines that are reviewed by the PPC.
- 2 times a year action steps and timelines are monitored by managers and modified when necessary.
- A Program Self-Evaluation Report is then submitted to the CDE and CDSS between May and June of each year.

Staff Development Program

Our program is committed to providing high quality services to children and families by recruiting, hiring, and retaining fully qualified teaching staff. Our staff development program includes the following components:

- There are written job descriptions for all staff that include minimum requirements for education and experience. Lead teachers, associate teachers and Site/Early Learning Supervisor hold the appropriate credentials or permits issued by the State of California.
- Upon hire all staff attend several orientations covering topics such as program overview, federal and state regulations, health and safety, child abuse reporting, blood-borne pathogens training, program service area overview and employee policies and benefits.
- All employees receive a written performance review within the first six months of employment and annually thereafter. Performance goals for lead teachers are based directly on results from observations of their classroom using the Classroom Assessment Scoring System (CLASS).
- There is a staff training program. A staff-led training committee gathers input annually from various sources and develops training plans for each position category. Individual and group trainings are conducted weekly, monthly, and annually and are evaluated for effectiveness. Training plans are reviewed and approved annually by the PPC.
- Staff communicate by phone and email, a weekly memo packet, newsletters, calendars, weekly staff meetings, regular group clusters for Site/Early Learning Supervisor, teachers, and family service workers, and a bimonthly employee committee meeting where a representative from each center meets directly with the program director.

Desired Results for Children and Families – Parent Survey

We conduct an annual parent survey. This survey asks for your feedback about the childcare and development program your child attends. The California Department of Education and the California Department of Social Services are very interested in how the program helps you to support your child's learning and development and meet your family's needs.

Program and General Policies and Procedures

Attendance

Your child needs to come to school every day to get the most out of the program. Having a regular routine, such as, waking up at the same time each morning and going to school consistently helps children feel secure and support

their language and development . Our requirement is to provide services and support to every child in the Head Start Child Development Program and we can only do this when your child attends school regularly. If your child has frequent absences Family Support Specialist (FSS) may visit your home to review the Attendance Contract and work with you to develop strategies that support your child's attendance. You may also receive a letter from the Family Services Coordinator (FSC) if your child's level of absence falls within the moderate range.

Absences

Funding sources and regulations require that we track absences. If your child cannot attend school for any reason, please call the center and tell us why and when they will return. Please tell site staff in advance any time you need to cancel a home visit or other meetings with us. Here are some examples of excuse absences:

- Illness or quarantine of the child.
- Illness or quarantine of the parent/guardian.
- Court ordered visitations (required Court Order documentation in file).
- Family emergency (including illness of sibling, hospitalization of family member; death in the family, domestic violence severe emotional trauma/upheaval of child or parent; natural disaster or catastrophe, such as severe weather, house destroyed by fire, anything COVID related or any other situation that the family considers a family emergency).
- Transportation-unexpected or unanticipated transportation problems that would reasonably interfere with a child's ability to attend school (i.e., car broke down, flat tire, car will not start, lost car keys, child did not have a ride to school, etc.).
- Outbreak of contagious disease, the child has not been immunized, and the child is temporarily excluded from attending.
- Best Interest Days - these are entitlement days that may be used for personal reasons that are in the best interest of the child – limited to 10 per year - (except no limit for children who are recipients of CPS or considered "at risk" of abuse or neglect). Examples of best interest are staying home with parent, vacation, visit to relatives, religious, or cultural activities, etc.

Child Pick-Up / Drop-Off Policy

Children may only be signed in or signed out and released to their parent/guardian or to an authorized representative who:

- is at least 17 years of age.
- complies with all State and Federal laws (auto, car seat, etc.).
- is able to care for the child's health and safety if the child cannot be left at the center after the health check.
- Children are not signed in until the health check is completed and passed.
- Responsible adult dropping off/picking up the child must sign child in or out using full signature and exact time of pick up or drop off.
- Staff may release the child to someone other than the parent/guardian or authorized representative on the Identification and Emergency Information form with written permission or in case of extreme emergency, a telephone call from the parent. The designated person must show photo identification and be 17 years of age or older and the child must know the person. Staff will not release the child to anyone but the designated person.
- Once the child is signed out, the parent/guardian, authorized representative, or designated person is responsible for their supervision and safety.

- Because these are required Licensing regulations ensuring the safety of your child, not abiding by the above requirements may cause the program to end your services.

Child Injuries

Every child enrolled in the program has an I.D. and Emergency Information form (LIC700) and a Consent for Medical Treatment form (LIC627) on file. This information is to be updated when a change occurs. It is the family's responsibility to inform the program of any change.

In January, the FSS or teacher will confirm that the information on these forms is current. If changes are needed before January, please contact your site to update your information.

A minimum of one person per classroom who is trained in CPR and 1st Aid will be on site at all times children are present.

In the event of a life-threatening emergency, staff will call 9-1-1 and then call the parent.

- The Injury Report (H618) will document any child injury/accident.
 - A copy of the Injury Report (H618) will be given to the parent/guardian.
- For minor injuries, this report is filled out in detail including the child's first and last name, the site, the circumstances of the accident/injury and what care was given. The incident is explained to the parent or guardian that same day when the child is picked up.
- In the event of a more serious accident, staff will notify parent/guardian immediately. If the parent/guardian cannot be contacted, staff will call the names listed on the I.D. and Emergency Information form (LIC700) and continue to attempt to reach the child's parent(s).
- If the need for emergency care arises, trained staff will administer first aid and call 9-1-1.
- If the parent will be seeking medical follow-up for the child, the Site/Early Learning Supervisor works with the parent and completes an Accident Claim Form and gives it to the parent/guardian.
- If the parent/guardian decides not to take the child to the doctor, dentist, or hospital it must be indicated on the Injury Report (H618).
- The Site/Early Learning Supervisor reviews each Injury Report to ensure that the forms have all been filled out properly and that proper procedures have been followed.

Child Safety and Supervision Policy

Children will be closely supervised at all times and a safe environment will be provided and maintained to ensure their safety. At no time will a child's rights be violated or will a child be left alone.

In order to sustain a safe environment, the staff (including all FSS, cooks, specialists, Area Team Supervisor's, managers, and directors) will provide care for and visual supervision of children at all times. All staff will provide and maintain a safe environment to prevent situations that may lead to injury, harm, children leaving facilities unnoticed, and/or a violation of a child's personal rights. Staff will facilitate, introduce, and reinforce safety practices at their program site(s) (including both indoor and outdoor environments) with children and parents.

Staff and parents will ensure ongoing active and positive supervision and monitoring of children. Active and positive supervision involves:

- Standing in a strategic position in order to observe all children.
- Scanning indoor and outdoor activities and moving around to monitor students.
- Establishing clear and simple safety rules.

- Being aware of potential safety hazards and reporting them immediately.
- Respecting and promoting the unique identity of each child.
- Following program confidentiality policies.
- Ensuring that no child is ever left alone or unsupervised while under our care.
- Using positive methods of child guidance to ensure that a child's personal rights are never violated.
- Knowing each child's ability. Focusing on the positive, rather than the negative, to teach a child what is safe and appropriate.

Communication

To ensure seamless communication, we use Learning Genie.

This app helps you stay connected with your child's educational journey by providing timely updates about their progress, upcoming events, and important reminders directly to your phone. You will receive an automatic invitation to join Learning Genie via the email we have on record. Teachers use the app to collect observations for the DRDP, allowing you and your child's teacher to share and communicate about the wonderful things your child is learning. You can also send texts, videos, and photos of your child through Learning Genie, which can be used for DRDP assessments.

This tool makes communication easy and reliable, giving you peace of mind and helping you support your child's early learning journey. Apps are available for iOS and Android devices and work on phones and tablets. If you have any questions about using the app, your Family Support Specialist (FSS) or Teacher is here to help. We encourage you to download the app to stay connected and informed.

Confidentiality Policy

Staff members involved in providing services to families will obtain written consent before disclosing any information to other agencies and professionals (with the exception of Child Protection Services and Law Enforcement). Our staff will exercise utmost discretion and respect for families and each other. Written and verbal information will be disclosed after receiving written parental consent for compelling professional reasons that will increase family functioning, or the quality of services provided.

Program volunteers DO NOT have access to children's files. Under NO circumstance will a volunteer be allowed access to the files of children, families, or employees. Recording child or family information into files is not to be assigned to a volunteer.

- Written records on individual children and families are maintained at central office and on site in a locked cabinet.
- Parents/guardians have access to all of their child's records and may request copies of records by completing a Record Request form (ENR130). Only program generated information will be released.
- Anyone reviewing a child's file will sign the File Review Log (ENR105) indicating the date and reason for reviewing the file.
- All staff receive training on the confidentiality procedures included in the disclosure of records and record maintenance and security procedures.

Language Policy

Staff strive to communicate with children and families in their home language whenever possible, recognizing that bilingualism and biliteracy are strengths. We use research-based teaching practices to support all learners. Our

teaching staff are trained to help children learn in their first language and introduce English in ways that are appropriate for their age and development.

Classroom environments will be set up to reflect the traditions of the children enrolled in the program, as well as those encountered in the surrounding community, with photographs of families in the classroom and common household objects from different traditions. Staff welcome any ideas or materials that will bring a child's home traditions into the classroom.

Childhood routines, discipline practices and parents' learning goals for their children will be discussed and incorporated into individual and group curriculum.

Our program is committed to:

- Communicating with the parents/guardians in a language of their choice by staff or a volunteer proficient in the languages used by the families.
- Sharing with parents/guardians, the importance of parental support in the home-language as the child's exposure to English increases.
- Seeking the feedback of parents and guardians in improving, developing, and using assessments at the Program Policy Council (PPC) meetings and other events to ensure our assessments meet the needs of our children and families.

Parents/Guardians will be involved in suggesting menus that incorporate a variety of traditional foods and meet the requirements of the USDA Child Care Food Program.

Dual Language Learners

Our Program recognizes that bilingualism and bi-literacy are strengths and has implemented research-based teaching practices to support dual language learners. Teaching Staff are trained to support children's learning in their first language and introduce the English language in age/developmentally appropriate ways. The child's first language and home culture will be represented in the classroom. Staff welcome any ideas or materials that will bring a child's home culture into the classroom.

Prohibited Harassment

NCO maintains a strict policy prohibiting harassment because of an individual's race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, or any other basis made unlawful by applicable law. This policy applies to all persons involved in the operations of NCO and prohibits such harassment by any employee of the Agency, including managers, supervisors, and coworkers. The policy is also in place to protect employees and volunteers from prohibited harassment by third parties. It also prohibits employees from engaging in prohibited harassment against third parties. Prohibited harassment may have occurred even if you have not lost a job or some other economic benefit. However, only harassment that unreasonably interferes with your work performance or creates an intimidating, hostile or offensive work environment is unlawful. Prohibited harassment will not be tolerated, whether or not it rises to the level of unlawful conduct. Conduct that is prohibited under this policy includes, but is not limited to:

- Verbal conduct such as epithets, derogatory comments, slurs or unwanted sexual advances, invitations, or comments.
- Visual conduct such as derogatory posters, photography, cartoons, drawings, emails, internet sites or gestures.

- Physical conduct such as unwanted touching, blocking normal movement or interfering with work directed at you because of your sex or any other prohibited basis.
- Threats and demands to submit to sexual requests in order to keep your job or avoid some other loss and offers of job benefits in return for sexual favors.
- Other threats and demands based upon any other prohibited basis.
- Retaliation for opposing, reporting, or threatening to report prohibited harassment or for participating in an investigation, proceeding, or hearing conducted by the Equal Employment Opportunity Commission or any state fair employment agency.
- Sexually harassing conduct need not be motivated by sexual desire.

You have a right to have your concerns and complaints about prohibited harassment addressed. If you believe you are being harassed on the job because of your race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, or any other basis made unlawful by applicable law, please follow the complaint procedure outlined in this Handbook below. Employees must report conduct prohibited by this policy whether or not they are personally involved. In other words, if you witness or suspect such conduct, you are obligated to report it per the complaint procedure outlined in this Handbook below.

Prohibited Retaliation / Whistleblower Protection

NCO prohibits retaliation against any employee because of any of the following:

1. The employee's opposition to a practice or conduct the employee reasonably believes to be unlawful
2. The employee's lawfully protected participation in an investigation or proceeding
3. The employee's request for an accommodation for a disability
4. The employee's request for a religious accommodation
5. The employee is a family member of a person who has made a wage claim or engaged in other activities protected under the California Labor Code
6. The employee exercises their rights under the Emergency Conditions policy including failing to report to a worksite or leaving a worksite due to a reasonable belief that being at the worksite poses a real danger of death or serious injury
7. Any other activity of the employee that is protected by law.

Any retaliatory adverse action because of such opposition, participation, request, activity, or familial relationship listed above may be unlawful and will not be tolerated.

Nothing in this handbook prevents you from discussing or disclosing information about unlawful acts in the workplace, such as harassment, discrimination, or any other conduct that you have reason to believe is unlawful. Employees are expected to report any suspected unlawful acts using the complaint procedure outlined in this Handbook below. Additionally, if you believe you have been subjected to retaliation, please follow the complaint procedure outlined in this Handbook below.

Complaint Procedures – Discrimination, Harassment, and Retaliation

NCO encourages you to report all incidents you believe violate the Agency's policies against discrimination, harassment, or retaliation whether you feel they are directed at you or another person. You should provide a complaint, preferably in writing, to your own or any other Agency supervisor or Human Resources as soon as possible after the incident or incidents you believe violate Agency policy. Your complaint should include the details of

the incident or incidents, the names of the individuals involved and the names of any witnesses. Your complaint will be kept as confidential as possible, but no complaint can be kept completely confidential.

Supervisors must promptly refer all complaints to Human Resources. An appropriate person will be designated to undertake a prompt and impartial investigation of the complaint and document the findings. When the investigation is complete, a determination regarding the complaint will be made and communicated to you as soon as practical. Because of the seriousness of a complaint of prohibited discrimination, harassment or retaliation, no employee should knowingly make or knowingly participate in making a false complaint and employees are required to cooperate with the investigatory process when called upon.

If the Agency determines that a violation of policy has occurred, NCO will take remedial action commensurate with the severity of the offense. Action will also be taken to deter any future violations of Agency policy and ensure a work environment free from unlawful discrimination, harassment, and retaliation. You will be kept apprised of such measures taken by the Agency. NCO will not retaliate against you for making a complaint and will not knowingly permit retaliation by anyone.

Complaints of unlawful discrimination, harassment and/or retaliation can be filed with the California Civil Rights Department (CRD) and/or the federal Equal Employment Opportunity Commission (EEOC). These agencies may accept, investigate, prosecute, and remedy complaints. The telephone numbers for the nearest agency office are listed in the telephone book and online directories. The agencies' websites are www.calcivilrights.ca.gov and www.eeoc.gov.

Equal Employment Opportunities

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, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

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 State or local Agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at [How to File a Program Discrimination Complaint](http://www.usda.gov/howtofile) and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Mail Stop 9410, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov.

USDA is an equal opportunity provider, employer, and lender.

Inclusion of Children with Special Needs Policy

- Every child with a disability who is enrolled in the Head Start Child Development Program must receive ALL services that they are entitled to under the Head Start Performance Standards. Refer to the Performance Standards, section 1308.1, the Recruitment Plan, and the Service Area Plan.

- HSCDP also follows all regulations as prescribed by the Individuals with Disabilities Education Act (IDEA).
 - No child will be excluded from the program or denied services due to:
 - Severity or types of disability
 - Facility accessibility
 - Staff attitude or apprehension
 - Need for personal services or specialized equipment.
- Classroom placement decisions and service delivery methods may vary depending upon the child's needs and the capacity of the program to respond to those needs. In some instances, enrollment of children with special needs at specific centers may be limited by the appropriateness of the facility, as determined by California Department of Social Services Community Care Licensing, or the program options at the center (i.e., full day state preschool option might exclude dual enrollment). There are a variety of placement/service options that may be appropriate, depending upon the child's needs and services available; these options include:
 - Regular participation in the Head Start classroom, with additional services or therapy provided by another agency (such as the local school district or a private agency)
 - Regular participation in the Head Start classroom with additional services or therapy provided in the classroom by itinerant staff (provided by Head Start or another agency)
 - Limited/modified participation in the Head Start classroom (shortened days or fewer days per week)
 - Dual placement in Head Start and Special Education (i.e., part-time participation in Head Start and part-time participation in a Special Education program).
- Classroom placement decisions are made following a Review of Enrollment meeting and/or review of an IEP (Individual Education Plan).

Diaper Policy

The program provides diapers for children enrolled in the program while they are attending.

- Families will not be charged for or be required to provide diapers for their child's use while attending the program.

Expert Visitors and Learning Trip Policy

- Family members are an important part of the classroom community and may be asked to share a special skill, song, or recipe. As an important part of the Creative Curriculum in EHS and Head Start, families are encouraged to engage in the classroom and especially in Preschool may be asked to be an expert visitor about a collection of some sort, a hobby you love, your car or riding the bus, or maybe what shoes you wear for work or play!
- Visitors from the Community such as Law Enforcement, Fire Department, Paramedics, Nurses, Librarian etc. are often invited to share important information with children and families.
- Parents/Guardians and teachers work together to plan Learning trips. Infants and toddlers may go for walks in the neighborhood while preschool aged children may go on longer excursions. Written permission is required for your child to participate in offsite learning trips.
- Learning trips and guest speakers or visitors are fun for parents and children. Please join us on learning trips or come here (or be) a guest speaker and be prepared to have fun!

Parent/Guardian Concern Policy

Our program encourages parents/guardians to voice their celebrations, concerns, and opinions about the program. To do this we encourage open communication between the program and the families we serve.

When a parent/guardian has a concern, it will be handled in a timely manner. Program staff are available to support and assist parents/guardians in the process.

Step One – Site Level

- Parents/guardians should feel free to discuss any concerns they may have about their child's school with any staff member and allow staff a chance to work towards a solution.
- Parents/guardians should feel confident that their child will not be treated any differently by staff if a concern is brought up.
- If, after working together with site staff, the issue cannot be resolved to the satisfaction of the parent/guardian, site staff will assist him or her in contacting the Family Services Manager at the HSCDP Central Office.

Step Two – Central Office Level

- The parent/guardian may call, fax, or email the Family Services Manager directly, or complete and send a Parent/Guardian Concern form which can be obtained from the Site/Early Learning Supervisor or the Family Support Specialist.
- The Family Services Manager, or designated manager will contact the parent/guardian by phone within three business days to discuss and gather information about the concern.
- The Family Services Manager will function as the point person between the parent/guardian and site staff to facilitate a plan to resolve the concern. The parent/guardian will be kept informed about the progress of any planned solution.
- If the solution is not to the parent/guardian's satisfaction, the Family Services Manager will forward the concern to the HSCDP Program Director within three business days.

Step Three – Program Director Level

- The Program Director will contact the parent/guardian within three business days and attempt to resolve the concern.
- If the concern remains unresolved, the Program Director will refer the issue to the NCO Executive Director and Governing Board.

Step Four – NCO Executive Director / Governing Board Level

- The NCO Executive Director will contact the parent/guardian within five business days and attempt to resolve the concern.
- If the concern remains unresolved, the NCO Executive Director will refer the issue to the Governing Board.
- If the Governing Board decides to act, the parent/guardian will be notified and may be invited to meet with the Governing Board if additional information is needed.
- If the Governing Board decides not to act, a letter will be sent to the parent/guardian indicating the Board's decision not to act and why.

Personal Rights of Children

Our program complies with California Community Care Licensing regulations and every child receiving services shall have rights which include, but are not limited, to the following:

- To be accorded dignity in his/her personal relationships with staff and other persons.
- To be accorded safe, healthful, and comfortable accommodations, furnishings, and equipment to meet his/her needs.
- 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.
- To be informed, and to have his/her authorized representative 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.
- To be free to attend religious services or activities of his/her choice.
- Not to be locked in any room, building, or facility premises by day or night.
- Not to be placed in any restraining device, except a supportive restraint approved in advance by the licensing agency.

Positive Discipline

Positive Discipline teaches important social and life skills in a manner that is deeply respectful and encouraging for both children and adults. Our goal is to enhance children's self-regulation skills, self-esteem, self-confidence, and to ensure the safety and well-being of all children. Teachers use Positive Behavior Support techniques to help children learn to be successful, contributing members of their community. We do not use time out as a strategy within our classrooms.

Conflicts are age and developmentally appropriate and give children the opportunity to develop pro-social behavior skills such as problem solving, collaboration, empathy, and kindness. At this age, children are acquiring self-regulation, language and social emotional skills that will help them use their words. It is our job as adults to teach positive social behavior, to problem solve and to have empathy for others.

Aggressive behavior during early childhood is often typical behavior for young children, so we will not suspend or send children home for aggressive behavior. Research shows that suspending children from school is harmful because the child cannot learn new behavior without practice. Instead, our efforts will be focused on the strategies that can be used to help children who are exhibiting the behavior, as well as supporting the other children in the classroom to learn positive social emotional behaviors. Research also shows that all children benefit from working through challenging situations and can learn empathy, how to stand up for themselves and how to set boundaries.

Please know that the safety of the entire classroom is always the focus for the staff. To support the overall safety and community of the classroom we would like to ask for your help when aggressive behavior comes up. We ask that when talking with your child about other children's challenging behavior you help share the message that each child is a wonderful, caring child and sometimes they need help calming down and playing gently with the toys and their friends. Please assure them that their teachers will keep them safe and that they can help by demonstrating their good social skills at school.

Pyramid Model

NCO Head Start Child Development Program implements the Pyramid Model, which is a framework of evidence-based practices for promoting young children's social and emotional competence. The Pyramid Model is a tiered model, so our program uses universal support as well as more targeted or individualized approaches for children who need them. The model is supported at the foundation by an effective workforce. Be on the lookout for handouts and activities to learn more about the Pyramid Model.

Tier 1 is Universal supports all children through nurturing and responsive relationships and high-quality environments. At the universal level we include the practices needed to ensure the promotion of the social development of all children.

Tier 2 promotes prevention and represents practices that are targeted social emotional strategies to prevent problems. The prevention level includes the provision of targeted support to children at risk of challenging behavior.

Tier 3 is Intervention which is comprised of practices related to individualized intensive interventions. This level of the Pyramid Model describes the need to provide individualized and intensive interventions to the very small number of children with persistent challenges.

Prevent, Teach, Reinforce for Young Children (PTR-YC)

In our program, as part of the Pyramid Model, we use individualized social emotional support when children have more severe and persistent behavior that makes things like classroom transitions, communication, and/or making friends in the classroom difficult. Prevent, Teach, Reinforce for Young Children (PTR-YC) is what we use to provide this individualized support. In collaboration with families, we begin the PTR-YC process once a child has been identified as needing individualize Teir 3 intervention.

PTR-YC allows us to better understand exactly how a child is currently communicating their needs, what is challenging for the child, and what might help the child going forward. After completing the first steps in the PTR-YC process, a child who needs this level of support will have an intervention plan that will provide guidance to the teachers and to family about strategies that will help prevent challenging behavior, teach new skills, and reinforce skills the team would like to see increased. The goal of PTR-YC is to provide more support for the child so they are successful at our school.

Suspension and Expulsion Policy

Our program's goal is to create positive learning environments and prevent expulsion and suspension by encouraging partnerships between staff and families and to continually improve our practices to support children's social, emotional and behavioral health. We strive to ensure fairness by focusing on positive discipline practices and policies before ever considering expulsion or suspension.

We will ensure that for any situation where a child is extremely upset, or inconsolable parents/guardians will be called to support the child to regain calm. We feel it is essential to involve the child's parent or guardian in supporting a child who is experiencing challenging behaviors, as they are the child's safe harbor.

Our program will take many steps to address children's challenging behaviors, with the goal being to aid the child's safe participation, and we will not:

- Suspend a child due to a child's behavior.
- Encourage or persuade a child's parents or legal guardians to prematurely pick up a child due to a child's behavior before the program day ends.

- Expel or unenroll a child because of a child's behavior.
- Persuade or encourage a child's parents or legal guardians to voluntarily unenroll from the program due to a child's behavior.

Guidance for Prevention of Expulsion and Suspension:

In an effort to prevent expulsion and suspension of children, our program shall adopt the following, in policy and practice and in a consistent and non – discriminatory manner:

- Use developmentally appropriate practices that provide for stimulating and interactive learning environments, age-appropriate expectations, small group activities, teachable moments and knowledge of research-based evidence and best practices in child development, early learning, and education.
- Invest in professional development, training, and education to ensure educators have the competencies to support children's social and emotional health.
- Develop and implement classroom schedules that meet the needs of the children.
- Adapt learning environments to promote healthy social interactions with others.
- Develop healthy and nurturing relationships with children.
- Develop strong partnerships and relationships with parents.
- Develop and implement classroom expectations that are developmentally appropriate, clear, and consistent.
- Provide family engagement opportunities.

Other Options Prior to Expulsion:

Prior to the expulsion of any child from this program, the staff will follow these guidelines:

- Identify and engage mental and behavioral health consultants and community resources after obtaining parent permission.
- Reduce the number of days or amount of time in care for a specified amount of time.
- Conference with parents to discuss positive behavior interventions and development of goals.
- Document efforts to prevent and reduce expulsion.
- Provide reasonable accommodations

Smoking / Tobacco Policy

Our program does not permit smoking or the use of any tobacco products (including e-cigs) at any program site, activity, or event.

NO SMOKING/TOBACCO:

- Around or in any HSCDP building, or site including the classroom, Parent Room, play yard, restrooms, or parking lot.
- Anywhere on school grounds when a HSCDP site is located on public school property.
- In the immediate vicinity of children, parents/guardians, or staff during an HSCDP Learning Trip, including inside a vehicle while transporting HSCDP parents/guardians or children.
- In the immediate vicinity of any HSCDP function such as parent events, Program Policy Council (PPC) meetings, fundraising events, or recruitment activities; and/or
- During a home visit with HSCDP staff, If the visit is lengthy, parent/guardian may request a break.

Substance Abuse Policy

- Staff are not permitted to work under the influence of alcohol and/or other drugs. Parents/Guardians, community volunteers, and others are not permitted to work around children while under the influence of alcohol and/or other drugs.
- Parents/Guardians and other adults must be sober at all program activities including home visits, learning trips, parent events, and driving children to and from the Center. Site staff will ask the parent/guardian to call someone else to transport or public transportation if he/she appears to be intoxicated. If a parent/guardian leaves the Center and drives a car under the influence (with or without the child), staff must call the authorities immediately.
- Our program offers families information on substance abuse and substance abuse prevention, and referrals for counseling and/or treatment programs. The telephone numbers of community organizations that work with drug abuse and prevention are listed in the Resource Directory.

Weapons Policy

- HSCDP and State licensing regulations do not permit weapons of any kind to be in or around our sites, buildings, classrooms, play yards, vehicles in parking lots or in the immediate vicinity of children, parents, or staff at any time.
- This includes during child pickup and drop-off, parent events, meetings, home visits, fund development activities, recruitment activities, or any activity or event where our staff, children or families are present.

Uniform Complaint Procedures Notice

It is the intent of our Program to fully comply with all applicable laws and regulations. Individuals, agencies, organizations, students and interested third parties have the right to file a complaint regarding the NCO Head Start Child Development Program's alleged violation of a statute or regulation that the California Department of Education is authorized to enforce. This includes allegations of unlawful discrimination, harassment, intimidation, or bullying (Education Code, sections 200 and 220 and Government Code, Section 11135) in any program or activity funded directly by the State or receiving federal or state financial assistance.

For children enrolled in the CSPP program complaints must be signed and filed in writing with the California Department of Education:

California Department of Education
 Early Learning and Care Division
 Attn: Appeals Coordinator
 1430 N Street, Suite 3410
 Sacramento, CA 95814
 Phone: 916-322-1273
 Fax: 916-323-6853
 Email: ELCDappeals@cde.ca.gov

Email: ELCDappeals@cde.ca.gov

For children enrolled in the CCTR program complaints must be signed and filed in writing with the California Department of Social Services:

California Department of Social Services
 Child Care and Development Division
 Attn: Appeals Coordinator
 744 P Street, MS 9-8-351
 Sacramento, CA 95814
 Phone: 1-833-559-2420
 Fax: 916-654-1048
 Email: CCDDAppeals@dss.ca.gov

If the complainant is not satisfied with the final written decision of the California Department of Education or the California Department of Social Services, remedies may be available in federal or state court. In this event, the complainant should seek the advice of an attorney of his/her choosing.

A complainant filing a written complaint alleging violations of prohibited discrimination may also pursue civil law remedies, including but not limited to, injunctions; restraining orders; or other remedies or orders. For further information, contact Early Education & Support Division at (916) 322-6233 or visit the UCP website at <http://www.cde.ca.gov/re/cp/uc>

Termination Policy

HSCDP makes every effort to keep children and families enrolled in the program. However, there are some cases where there may be cause for termination of CDE and CDSS funded services, including:

- Failure to meet eligibility or need for care subsidy requirements.
- Knowingly, misrepresenting eligibility or need for care by giving inaccurate information to obtain a benefit that you would not otherwise be entitled to receive.
- Failing to report increases in income that exceed the 85% threshold.
- Violating program or agency policies or procedures.
- Violent behavior, threats of violence, harassment or bullying towards children, other parents, staff, or volunteers.
- When the parent changes residency outside of California, as reported by the parent.

Abandonment of Care

- When a family has not been in communication with our program for seven (7) consecutive calendar days and has not notified us of the reason the family is not using services, our program using the contact information on file will attempt to contact you through a variety of communication methods. At least one communication attempt shall be in writing, which may be through electronic methods. We will inform you that failure to communicate with our program may result in disenrollment of services.
- Our program will issue a Notice of Action to disenroll your family on the basis of abandonment of care when there has been no communication with our program for a total of 30 consecutive calendar days.

Appeals Process

Parents have the right to appeal any changes to CDE/CDSS subsidized childcare services including the termination of services due to cause. Whenever the program makes a change in services you will receive a Notice of Action (NOA) form.

- The NOA will tell you what action will be taken, the reasons for the action and the date the action will be taken.
- The NOA will include detailed information on your right to appeal the action if you disagree with it and provide you with specific instructions for appealing.
- There are two levels of appeal: 1) A local hearing conducted by the Program Director or her designee, and 2) to file an appeal directly with CDE/CDSS. A state review may be requested only if you disagree with the decision of the local hearing.
- If you wish to appeal the action on the NOA you must do so within 14 calendar days of the date you receive the NOA. Instructions on how to do this are on Page 2 of the NOA.
- Your child will continue to receive services in accordance with your last service agreement until the appeal process is completed or abandoned. The only exception to this would be if the cause for change or termination of services is for behavior that threatens the safety of other children, parents, staff, or volunteers. Services may be immediately stopped in this case, but all other appeal rights remain.
- Within 10 calendar days of receiving your request to appeal, the Program Director or her designee will provide you with a notice telling you the date, time, and place of the local hearing.
- You have the right to review information in your family data file, have another person attend the local hearing with you, or on your behalf, and to request an interpreter if needed.
- You should bring any documents/information with you to the hearing that supports why you think the action is wrong.
- The hearing officer will decide based on the information you provide at the hearing.
- Within 10 calendar days after the local hearing a written decision letter will be sent to you. The decision letter will tell you how to request a CDE/CDSS review hearing if you do not agree with the decision made at the local hearing.
- If you decide to appeal the decision to the CDE/CDSS, they must receive your request within 14 calendar days from the date on the local hearing decision letter.
- Your appeal will be considered abandoned if you do not submit a request for local hearing within 14 calendar days of receiving your NOA; or you or your authorized representative do not attend the local hearing; or you do not submit a timely request for the CDE/CDSS review after the local hearing process has taken place.

Family Preparedness and Immigration Enforcement Response Policy

In accordance with California State Law AB495, the following are HSCDP's policies in regards to the Family Preparedness Act of 2025.

Collecting and Retaining Children's and Family Information

NCO Head Start Child Development Program ("HSCDP" or the "Program") shall maintain in writing the facility's policies and procedures for gathering and handling sensitive student information, and appropriate staff shall receive training regarding those policies and procedures.

If HSCDP has information about immigration status, citizenship status, or national origin information, the program shall not use the information to discriminate against any students or families, or keep children from enrolling in or attending the program.

If parents or guardians choose not to provide information about their or their children's immigration status, citizenship status, or national origin, the program shall not use that as a basis to discriminate against any students or families, or keep children from enrolling or attending the program.

HSCDP shall treat all children the same regarding how they receive all program services, including, but not limited to, the gathering of children's and family information.

Asking Families About Immigration Status, Citizenship Status, and National Origin

HSCDP staff shall not request information about a child's citizenship or immigration status or the citizenship or immigration status of a child's parents or guardians unless required by state or federal law or to administer a state or federally funded educational program; nor shall staff seek or require, to the exclusion of other permissible documentation or information, documentation or information about a student or family's citizenship or immigration status, such as a green card, voter registration, a passport, or citizenship papers unless it is required by state or federal law or to administer a state or federally funded educational program.

Where permitted by law, the program shall accept alternative means to establish eligibility criteria for enrollment. Those alternative means shall include documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

Where eligibility criteria for purposes of enrollment or any program may be established by alternative documents or information permitted by law or this policy, the facility procedures and forms shall describe to the applicant, and accommodate, all alternatives specified in law and all alternatives authorized under this policy.

Asking Families for Social Security Numbers or Cards

The facility shall not solicit or collect entire or partial social security numbers or cards.

Children's Records

HSCDP will not share personal information about children and their families with any unauthorized parties without the consent of parents or guardians unless required or authorized by law or if the disclosure is directly connected with administering the program.

Responding to the Detention or Deportation of a Child's Family Member

HSCDP requires families to update their emergency contact information on a regular basis, at least twice annually.

The program permits families to update children's emergency contact information as needed throughout the year and to provide as many alternative contacts as they wish if no parent or guardian is available.

The program communicates to families that information provided on emergency contact cards will only be used in response to emergency situations, and not for any other purpose. All children's records are kept confidential, to the extent practicable, unless disclosure is required by law.

If a child's parent/guardian is detained/deported by immigration authorities, the program will release the child to the person(s) designated as emergency contacts on the child's emergency contact card. The program will only contact Child Protective Services due to unavailability of a caretaker if program staff are unsuccessful in arranging for the timely care of the child through the emergency contact information on file or other information or instructions conveyed by the parent or guardian.

Additional Resources

U.S. Department of Justice, Americans with Disabilities Act

<http://www.ada.gov/chcinfo.pdf>

California Code of Regulations

<https://govt.westlaw.com/calregs/Index?transitionsType=Default&contextData>

EESD Consultant Contact Information

<http://www.cde.ca.gov/sp/cd/ci/assignments.asp>

Fiscal Services website

<http://www.cde.ca.gov/fg/aa/cd/index.asp>

Management Bulletins

<http://www.cde.ca.gov/sp/cd/ci/allmbs.asp>

Parent Appeal Information

<https://www.cde.ca.gov/sp/cd/ci/parentappealinformation.asp>