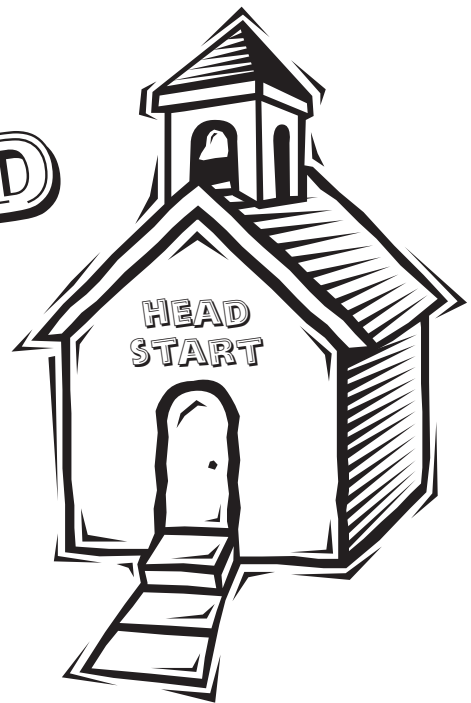


*Celebrating
25 years
Serving Families*

ATCAA

Parent Handbook

EARLY CHILDHOOD SERVICES



- A** Child Care
- B** Home Base
- C** Head Start
- D** State Preschool

revised Spring 2010

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WELCOME...

...to Amador-Tuolumne Community Action Agency's preschool programs! Our partnerships in early education allow us to offer an expanded range of services to children and families in Tuolumne and Amador counties. This Parent Handbook provides you with important information to begin your Head Start/State Preschool family experience. Please take the time to familiarize yourself with our program and use this booklet as an easy reference throughout the year.

There are many opportunities for your family to benefit from the wide range of services offered throughout the program. Services for you and your children include education, nutrition and health, mental wellness, and services for children with disabilities. We strive to meet the individual needs of each family enrolled. Regardless of the location you choose, childhood education and development are always addressed in the context of family life.

Our preschool programs are first and foremost a family oriented educational partnership. We value and respect the primary role you play in your child's healthy development. Therefore, we encourage you to take an active part with us in your child's education by becoming involved at his or her center or home base option. Perhaps you will share your skills as a classroom volunteer. Maybe you can work in the office, or take part in the decision making process of curriculum development. The policy council, committees, and support groups are eagerly waiting for your ideas and participation! Family partnerships in education make a real difference in the quality of education your child experiences. Join us and find out why our preschools are great places to meet people, be supported, and make friends.

ATCAA's early childhood programs are wonderful places for personal growth. While your child is encouraged to grow and stretch his or her developmental horizons, our adult referral and support services can help you reach your own lifetime goals. For example, we can assist you in obtaining a General Education Diploma, learn English, or enroll in college. Our adult programs can help you become a more confident individual, a stronger advocate for your child, and a more effective member of your community. We look forward to a very successful education partnership with you.

Sincerely,

ATCAA Early Childhood Staff

SECTION I

ATCAA Statement of Purpose
ATCAA Head Start Mission Statement
Office and Staff Directory



AMADOR-TUOLUMNE COMMUNITY ACTION AGENCY
Statement of Purpose
Developed by ATCAA Staff and Board

To help individuals in Amador and Tuolumne counties to become more self-sufficient;

To assist local residents to become involved and own a stake in their community;

- To promote family and other supportive environments so that children, youth, and elders can achieve their maximum potential.
- To form partnerships and coalitions within the community to meet these needs.

ATCAA HEAD START MISSION STATEMENT
Developed by ATCAA Head Start Staff and Policy Council

Amador Tuolumne Community Action Agency Head Start/State Preschool is an early childhood development program. We enrich the lives of children and their families by empowering them to grow, to thrive and to make a meaningful difference in the world. To accomplish this, we promote continuous learning, we partner with parents, and we work as a team with others in our communities.



ATCAA

EARLY CHILDHOOD SERVICES CENTRAL OFFICES

———— Sonora ————

427 N. Hwy 49, Suite 202
(Mailing use Suite 305)
Sonora, CA 95370
Phone: 209/533-0361
Fax: 209/533-0470

———— Jackson ————

101 Shopping Drive
(Mailing use 935 St. Hwy. 49)
Jackson, CA 95642
Phone: 209/223-7333
Fax: 209/223-7330

www.atcaa.org
www.matowih.org

Staff

Marcia Williams	Early Childhood Services Director, 533-0361x241
Debbie Johnson	Education Manager, 223-7333x3 option1
Rosalind Sullivan-Whitley	Family Services Manager, 533-0361x243
Susan Bowe	Health Services Manager, 533-0361x245
Judy Kuraitis	Facilities Manager - Amador & Tuolumne County, 533-0361x244
Vonnie Hobbs	Food Services Coordinator, 533-0361x247
Cary Grenland	Eligibility/Disabilities Manager, 533-0361x235
Chris Botts	Information Services Technician, 533-0361x248
Jackie Roberts	Management Assistant, 533-0361x240
Tamara Evans	Management Assistant, 223-7333 option 3x3

SECTION II

Program Design and Management

Center Based Program
Home Based Program
State Preschool
Full Day Year Round Center
Calendar
General Childcare
Curriculum
Program Goals
Male Involvement
Eligibility and Admission
Education and Early Childhood Services
Program Governance
Committees and Councils
Community Involvement



Tell your children how terrific they are, and that you trust them.

PROGRAM DESIGN AND MANAGEMENT

ATCAA Preschools operate on a non-discriminatory basis affording equal treatment and access to services. In accordance with Federal law and US Department of Agriculture policy we do not discriminate on the basis of race, color, national origin, sex, age or disability. The agency welcomes children with disabilities and makes reasonable accommodations for such children.

Eligibility for enrollment in the Head Start/State Program follows federal age, income, and eligibility requirements. California State Preschool programs follow age, income, and eligibility guidelines set by the California Department of Education (CDE), Child Development Division (CDD). Complimentary regulation standards for our programs make it possible for us to join classes together in partnership. Differences in program guidelines and regulations are indicated when appropriate. Funding terms, conditions, and requirements are reviewed each year. The State of California Department of Social Services Community Care Licensing unit licenses all the preschool sites.

Every three years a Community Assessment is completed by ATCAA to determine community strengths and needs. Based on this assessment, ATCAA determines appropriate placement of centers. The community assessment also helps us reach and recruit families in need of Head Start/State Preschool services.

Religious Activities – ATCAA Early Childhood Services will refrain from religious practices at the centers and home base programs; however, the children are free to attend religious services or activities of his/her choice and will be considered excused for that time period.

Unlimited access – Parents/Guardians have unlimited access to their children while they are in the ATCAA Early Childhood Services Preschool programs.

Center Based Program

ATCAA Early Childhood Services preschool centers provides classes 5 days per week, 3 ½ hours per day (Half Day), or 7 to 10 hours per day (Full Day). Children attending Head Start may enroll in a 3-½ hour Morning or Afternoon session (Half Day). Class time schedules vary according to the needs of parents and children. Please check with individual centers for class schedules.

Children attending morning sessions receive breakfast and lunch. In the afternoon session children receive lunch and afternoon snack. Full day students receive breakfast, lunch, and afternoon snack. A maximum of 20 students per class may be enrolled in a Head Start/State preschool program classroom. We try to follow local school calendars such as winter breaks & holidays. There are occasions when holidays may differ from school calendars.

Home Base Program

In our Head Start Home Base Program option the Home Visitor/Teacher comes to the parent's home to provide one on one instruction to the parent. These visits are jointly scheduled and designed to strengthen parenting skills. Twice a month Home Base families have an opportunity to participate in-group socialization

State Preschool

We offer a three hour State Preschool program at some sites in Tuolumne County August/September through May/June each year.

Full Day/Full Year Center

ATCAA Early Childhood Service Centers in Shaws Flat and Jackson offer full day, full year programs and operate through California Department of Education (CDE) Child Development Division (CDD) as well as Head Start funding. Children attend 5 days per week. Parents must be working, in job training, attending school, homeless, incapacitated or have a referral from Child Welfare Services to be eligible for this program. The families must submit all required documents including training (requires documents that record progress), employment verification, school (plan that includes goals and grades).

Families must provide names of parents, and children, birthdays and birth certificates of all children living in the household. If there is absent parent, there must be proof that the parent is not living in the house. The proof can be utility bills, leases, or court papers.

Education and Early Childhood Services

Program activities facilitate social, emotional, cognitive, and physical development. Our focus is on providing children with essential learning skills and preparing them for transition into kindergarten.

Curriculum

The philosophy behind our curriculum is that young children learn best by doing. We take a very creative, hands-on approach to planning educational and social activities that promote healthy learning habits. Each child is encouraged to learn at his/her own pace so that he/she can develop a strong, positive sense of self. We actively promote your child's enthusiasm for learning. Our job is to work with parents to prepare children for kindergarten as well as life experiences.

Confidentiality

All staff and volunteers sign a Confidentiality and Ethics statement in order to insure that confidentiality is maintained for all children and families. Furthermore, all children's records are considered confidential. Records are filed in a locked file cabinet located at each Center. (Home Base records are filed in the office in each county.) No child's record will be left on a desk while staff is not present in the office. Records will not be released to any agency or person without the written permission from the parent or guardian of the child. Parents and guardians have access to their child's records upon request.

If you have a concern about another person (parent or staff), please go directly to that person first. Discuss your concerns with them so the issue may be resolved immediately. If your concern is not resolved, then speak with one of the other classroom staff members. He/she may be able to offer suggestions to assist in resolving the situation. If your concern involves our preschool program, please speak with one of the classroom staff. He/she will be able to answer your questions, direct you to the appropriate person to help you, or provide you with helpful written information.

The General Daily Schedule at ATCAA Head Start

Half Day Preschool Tuesday - Friday

Jamestown AM
8:30 AM - 12:00 PM

Jamestown PM
1:00 PM - 4:30 PM

Ione AM
8:00 AM - 11:30 AM

Ione PM
12:30 PM - 4:00 PM

Summerville PM
12:30 PM - 4:00 PM

Half-Day Schedule Monday - Friday

AM Session

Sonora AM
8:30 - 12:00

PM Session

Sonora PM
1:00 - 4:00

Arrival/Greeting
Breakfast/Lunch/Tooth Brushing
Child Activity Time
Prepare for Lunch/Snack
Lunch/Snack
Prepare for Departure
Departure

Full Day Preschool

Shaws Flat - Year Round
7:30 AM - 5:30 PM

Soulsbyville - School Year
8:30 AM - 3:00 PM

Jackson Center - Year Round
7:30 AM - 5:30 PM

Twain Harte - School Year
8:30 AM - 3:00 PM

Arrival/Greeting
Breakfast/Clean-up/Tooth Brushing
Child Activity Time
Lunch/Clean-up/Prepare for Nap Time
Nap Time
Snacks
Child Activity Time
Prepare for Departure
Departure

Amador-Tuolumne Community Action Agency 2010 Calendar

Holidays

January	New Year's Day
January	Martin Luther King Day
February	President's Day
April	Floating Holiday
May	Memorial Day
July	Independence Day
September	Labor Day
November	Veterans Day
November	Thanksgiving Day
November	Day after Thanksgiving
December	Christmas Day

Staff Training

May	Staff Training in Amador County
October	Staff Training in Tuolumne County

Program Goals

Social

- * To help children feel comfortable in their new school environment
- * To help children develop a sense of trust in their environment
- * To promote each child acceptance within the school group
- * To promote acceptance of each child within group

Emotional

- * To help children experience pride and self-confidence
- * To encourage both independence and self-control
- * To help children develop a positive attitude towards life

Cognitive

- * To help children become confident learners
- * To expose children to a variety of early literacy and math experiences
- * To create opportunities for learning success
- * To develop children's problem solving
- * To help children acquire cognitive learning skills

Physical

- * To help children increase large and small muscle skills
- * To encourage confidence in physical strengths and acceptance of physical limitations
- * To promote more physical activity for children through both teacher initiated activities and child initiated play
- * These physical activities will help promote both emerging literacy and math skills

Emerging Literacy

- * To provide children with appropriate language environment
- * To teach reading and writing readiness skills
- * To prepare children for a smooth transition into the more academic learning environment of kindergarten

Fatherhood

- * To encourage fathers and father figures to participate in classroom and other activities
- * To welcome mothers and fathers as equal partners in their child's life
- * To provide a father figure friendly environment
- * To encourage father and father figures to become members of the Foothill Fathers and families committee
- * To provide activities that will be meaningful to both fathers and mothers

Male Involvement

All men involved in the lives of ATCAA Head Start children have the opportunity to significantly influence the children's social development, health and emotional well-being. Children guided by responsible male care giving have the opportunity to experience the unique male perspective.

ATCAA Head Start celebrates and enhances the male parenting role by:

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

Men are encouraged to participate in all parent involvement activities including:

- monthly parent committee meetings
- home visits
- parent/teacher conferences
- classroom field trips
- annual parent activity
- monthly "you & me nights"

Leadership opportunities are available for parents on the Parent Committee, Policy Council, Education Committee and Health Advisory Committee and men are strongly encouraged to take a leadership role in the program.

Eligibility and Admission Policies

Each eligible child is prioritized for placement according to ATCAA Early Childhood Services selection criteria. Children must have a current immunization record, birth certificate, and must meet income guidelines. The State of California requires all children have a physical exam on file with the program within 30 days of the child's start date that includes lead testing. A physical exam that occurred up to 12 months prior to the date the child starts the program is acceptable. Children must be 3 or 4 years of age by December 2nd. Children of income eligible parents who are working, preparing to work, attending school, have a Cal Works plan, homeless or referred by Child Welfare Services, are eligible for enrollment in the full day programs.

Head Start Eligibility and Admission

The ATCAA Head Start Parent Policy Council establishes a selection criterion that prioritizes all eligible applicants for enrollment.

- A. The Parent Policy Council reviews and approves the child selection criteria annually.
- B. Child selection criteria considers three areas to establish selection priorities:
 1. Income of the family
 2. Age of the child
 3. Disabilities or special needs of the child
- C. The Eligibility/Disabilities Manager uses priority criteria, approved by the Head Start Policy Council, in the selection process for each center or home base option.

If the Eligibility Disabilities Manager is unable to place applicants within a selection criteria the application date will determine selection

- A. Service Area Managers review referrals made by social service agencies and establish a priority for each. Referrals will be placed if a vacancy exists. If no vacancy exists, the family will be placed at the top of the waiting list.
- B. The Eligibility/Disabilities Manager establishes a waiting list when center and home base programs are full. Families on the waiting list are prioritized according to the criteria in Item C. Eligible children may enter the program throughout the year as vacancies occur.

Program Governance

ATCAA Early Childhood Services preschool has a formal structure through which parents can participate in the policymaking and program design process. Parents are automatically members of the **Center/Home Base Parent Committee**. This committee makes recommendations to the **Parent Policy Council** and oversees center/home based parent activities. One parent from each class/home base is elected by ballot to be the chair of the Center/Home Base Parent Committee and to act as a class representative on the **Parent Policy Council (PPC)**. The PPC is made up of the elected representative from each class, a member appointed by the ATCAA Board of Directors, and three to five members from the community. The **PPC** works cooperatively with ATCAA's Executive Director, the ATCAA Board of Directors, and the professional staff in making program and budget decisions. California State Preschool parents are not eligible to sit on the Parent Policy Council however they can be seated as a community representative. (Also see Parent Involvement section.)

What does Policy Council do?

- * Policy council members meet monthly
- * Work in partnership with management staff and the ATCAA board to develop, review and approve agency policies, goals and funding applications.
- * Serve as a link with program parents.
- * Assist in recruiting volunteer services from parents and community.
- * Helps to plan, design and evaluate Early Childhood Services programs.
- * Approves budgets and grant applications, hiring and termination of staff.
- * Help make important decision for the Early Childhood program.



ATCAA Committees and Councils

You can be a vital part of the ATCAA program planning process. Parents/guardians are encouraged to take an active role on the Parent Policy Council. A description of what each council and committee does is listed on the following page.

Parent Policy Council

Responsible for program development and management.

Center Parent Committee

This committee provides Early Childhood Services parents the opportunity to assist in the development of activities that address their interests and needs and that support the education and health development of their children. All the parents/caregivers of enrolled children are automatically considered members of the Parent Committee at his/her center. Each Parent Committee will elect a chairperson to provide leadership to the group.

Budget Committee

This committee review the budget, spending areas and credit card report.

Personnel Committee

Screens, interviews, and recommends applicants for hiring. Reviews personnel policies and wage studies.

Program Committee

Plans program evaluations and studies policies. Monitors education, health, special needs, nutrition, and parent involvement services and makes recommendations to the Parent Policy Council.

Community Involvement

Parents are encouraged to become involved in their community. Staff members will help you contact your community agencies and/or organizers for information on how/when to help with events. Information on opportunities to become members of local agency boards is also available through the staff.

SECTION III

Children with Special Needs

Education

Health & Mental Wellness

Nutrition

Resources and Referrals

Family Partnerships

Parent Volunteers

Classroom Volunteers

In Kind

Home/Family Visits



California State Preschool Definition of Children With Exceptional Needs

Children who have been determined eligible for special education and related services by an Individualized Education Program team, and who meet California Department of Education (CDE) General Childcare eligibility criteria are defined as Children with Exceptional Needs. These children may be developmentally disabled, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or children with specific learning disabilities who require the special attention of adults in a child care setting.

The child's data file may contain the child's IEP or IFSP signed by a legally qualified professional that states that the child requires special attention of adults in a child care setting and includes the name, address, license number and telephone number of this professional.

documents required for the program to prove they are eligible to receive services.

SERVICES

Children With Special Needs

Early Childhood Services welcomes children with special needs into our programs. Appropriate specialized educational services will be provided to children with special needs. The staff work closely with parents and outside agencies to develop an Individualized Education Plan (IEP) for each child with special needs. Our staff encourages acceptance and consideration of all children with special needs.

Education

Each child will be assessed and evaluated by staff to determine his/her educational and developmental progress and levels of achievement. Child Assessment plans will be developed for each child to outline specific goals, concerns, and levels of success.

Health

Your child's state of health impacts upon his/her total development and ability to benefit from the Head Start experience. Our program goals are to assure that each child is in optimal health, that preventative health measures are taken, and that follow-up treatment and services are obtained for any health condition detected

Additional Health Screenings

1. Blood lead test with results
2. Hemoglobin or Hematocrit blood test with results
3. TB test with results or TB risk assessment
4. Vision

Up-to-Date Immunization Record

By age three, your child should have:

4 - DPT 3-OPV 1-MMR 3-Hep-B 1-4 - HIB (depending on age child began series)

1 - Varicella or proof of chickenpox

A core value of the Early Childhood Services program is that all children need to be healthy. To ensure children are healthy the program provides dental, vision and hearing screenings. Healthy meals for children are provided at breakfast, lunch & snack time.

Physical Exam

For the safety of your child, State Law requires a complete physical exam which includes the results of anemia, lead test, vision, hearing, blood pressure, and TB risk factor questionnaire. This exam must be completed within 30 days of your child's enrollment in Early Childhood Services Preschool.

Daily Health Check and Lice Checks

When you sign your child into school each day, he/she will receive a health check by the staff member. Weekly checks for lice are also done at Head Start.

Dental Screening

By preschool age all children need to be visiting the dentist on a regular basis. This should include discussing oral fluoride supplements with your doctor for your child. A dental screening must be completed within 90 days of your child's enrollment in Early Childhood Services Preschool.

TB Tests

Children are assessed for TB risk at the time of the physical examination. Your doctor or clinic will determine if the child should have a TB test.

If additional treatment or services are needed as a result of the above screenings, parents should work with providers and Head Start to ensure that all necessary services are received.

Mental Wellness

Our goal is to nurture feelings of self-respect and self-worth in each child. An important part of our mental wellness service is early intervention and identification of problems that interfere with a child's healthy mental development. We encourage family involvement in identifying and dealing with areas of concern and progress.

Mental Health Professionals

Mental Health Professionals from the community are available to provide special care to children with emotional, behavioral, or developmental needs. These professionals are available to do individual observations on children with parent consent. The consultants also do classroom observations to assist staff in identifying ways to improve the learning environment, and provide educational information on mental wellness issues. Group or individual information sessions are available to parents and staff members.

Nutrition

Good nutrition is important for developing healthy eating habits and improving mental and physical growth. We provide nutritious meals and snacks in a socially, relaxed, family-style-eating environment. Meals and snacks are low in sugar, salt and fat. ATCAA Early Childhood Services preschools are operated on a non-discriminatory basis and in accordance with Federal law and U.S. Department of Agriculture policy. In accordance with Federal Law and U.S. Department of Agriculture policy, we never discriminate on the basis of race, color, national origin, sex, age or disability.

Parent/Child Socialization

Special socialization involving food (birthdays, holidays, parent meetings and cultural events) must be discussed with your child's teacher. The nutritional needs of all children/families enrolled are considered. Cakes, cupcakes, (candles not permitted), candy and highly sugared foods are discouraged at the center classrooms, parent meetings, or home base socialization.

Food Safety

Food safety is a primary concern. Our meals are prepared according to commercial food service requirements. Any person preparing food must be healthy, free from TB, have clean hands, wear kitchen prep gloves, and use a hairnet. Parents may not serve themselves from the food cart that is used to serve children. Health Department and Child Care Food Program regulations prohibit anyone from taking food home from Head Start-State-Preschool centers. Any family needing food should ask their Family Advocate for assistance with community food bank resources.

Nutrition Workshops

Nutrition Workshops are offered to parents in collaboration with the WIC program. Nutrition counseling is available to any parent who requests it.

Sugar

Cakes, pastries, doughnuts, and highly processed foods should not be brought to the classroom or school sponsored events. Candy and gum are not allowed in the classroom. Staff does not use candy or highly sugared foods in cooking projects.

Employment Opportunities

Parents are encouraged to apply for job vacancies for which they are qualified within any ATCAA Head Start Program.

Parent Education

Each year parents and staff members plan parent education classes and/or workshops. CPR, First Aid, Safety, Nutrition, Mental Health, and Child Development are just a few of the classes that may be offered. We recommend that you attend the parent education classes and workshops. These classes are informative, fun, and a great way to meet other parents.

Handouts

Important printed information is sent home frequently. All parents receive a “Resource Directory”, as well as newsletters, calendars, and monthly meal menus. Parents are responsible for picking up and reading daily notices from their Head Start/State Preschool folder. The staff will gladly help you if you have any questions or need help understanding the handouts. Translators are available.

Networking

The ATCAA Early Childhood Services Preschool staff works with many local family service agencies. We are happy to help you find the resources and community assistance your family needs.



Family Partnerships

Partnerships in education, in family life, and in community service can make a difference in the quality of your family's life. ATCAA Early Childhood programs work in partnership with parents and guardians to provide quality educational services. We rely on the vast knowledge you have of your child to develop a teaching strategy that best suits him or her. Parents can also improve the quality of their family's life by working closely with our staff to identify areas of strength and areas of family life that may need improvement. Finally, you and your children benefit from your involvement in the community. When you volunteer in the community you can make a difference in the quality of local government and the environment your family lives in.

Parent Involvement Opportunities Includes

- * Family Night - At each center once per month parents learn about the classroom activities and can learn about topics they are interested in.
- * Policy Council Meetings - Held on the 3rd Friday of each month alternating between Tuolumne and Amador counties.
- * Classroom - Plan an activity with the teacher, add ideas to the classroom curriculum or read stories to the children.
- * Health Advisory Board - Meets one time per year in Tuolumne and Amador counties.
- * Self Assessment - ECS programs conduct a self assessment every year. We review all areas of the program to make sure the program is performing at the highest level in all areas.

Parent Volunteers

When Head Start was founded in 1964, the authorizing legislation required programs to provide for direct participation of the parents in the development, conduct and overall program direction at the local level. This revolutionary concept meant that parents would not only serve as volunteers in their child's classroom but would also have a strong voice in decision making related to the entire local Head Start program's operation. Your child benefits the most from the time and skill you invest in ATCAA Early Childhood programs. In fact, we could not operate the preschool sites without the generous support of parents/guardians. All parents/guardians have an equal opportunity to volunteer at the early childhood sites.

Parents Make a Difference

Parents bring new talents, strengths and ideas to the program while learning new skills, making friends & enhancing leadership skills as well as building support systems.

Classroom Volunteers

Volunteers are especially needed to help in the classroom. Parents and guardians perform a variety of essential tasks such as planing activities, providing input on curriculum and lesson

plans, helping at mealtimes, preparing cooking projects, and supervising hand washing and teeth brushing. These are just a few of the ways you will be helping to make your child's classroom experience the very best it can be, and you can use your volunteer experience on your resume when you look for work. Volunteers are required to have a T.B. clearance.

Volunteering in the classroom does not qualify the family to receive general childcare services.

Community volunteers must have a criminal & finger print clearance, must be free of any criminal convictions to volunteer in our classes.

Head Start In-Kind Donations

Our federal grant requires that local matching funds be equal to 20% of our Head Start funding. Matching funds can be in the form of cash, or in-kind donations.

There are many ways parents and community members can be in-kind donors. During home visits the use of space in your home is considered a donation to our program. Goods you donate, such as rice for the rice table, books, art materials, or scrap lumber for carpentry can also be listed on the in-kind form as a donation. All donations are tax deductible.

Volunteers must sign an in-kind sign-in sheet each time they volunteer time, space, or goods to the program.

In-kind sign-in sheets are kept in a binder in each classroom. **It is important that you sign an in-kind sheet everyday that you volunteer!** In-kind forms are tallied and sent to main office at the end of each month.

Home Visits

A Family Advocate/Home Visitor will visit your home to assist your family with goal planning and to develop a Family Partnership Agreement. Family Advocates also advise families on resource or referral services they may need.



SECTION IV

Policies and Procedures

Attendance and Absences
Authority to Release Your Child
Behavior
Classroom
Concerns and Complaints
Confidentiality
Discipline
Family Fees
Health and Safety
Kindergarten Transition
Records and Documentation
Mandated Reporting Requirements
Parent's Rights & Responsibilities
Community Complaint Procedure
Parent Complaint Procedure
Parent Complaint/Concern Form
Information Form
Head Start from Our Heart



Policies and Procedures

Arrivals and Departures of Children

Your child must be signed in and out for the day when he/she is dropped off or picked up from class. **Parents/Guardians must sign in with their full signature and record the times of arrival and departure each day.**

Arrivals and departures are transitional times for children. Your child may cling to you at arrival time or cry when it is time for you to leave. If your child cries or clings to you it's not a sign the child doesn't like the preschool. This reaction is normal for young children. The staff and parents can work together to make these difficult times a little easier for you and your child.

When your child starts preschool the parent and child can start a "goodbye routine" something you do each day when you leave your child. Some parents exchange a kiss on the palm of their child's hand so they can carry with them all day. Some parents wave and say goodbye. Let your child know you will be back after lunch or snack to pick them up. If your child clings, try to let go and assure your child that you will return to pick them up. If you need assistance leaving your child talk with staff and they will give you some suggestions about what to do in these situations.

Upon arrival you will need to sign the child in and assist you child with hand washing. When you pick your child up, please sign the child out, check his/her cubby and your parent box for information.

Child Care Late Pick-Up Policy for Jackson and Shaws Flat Centers Families will be charged a late fee if their child is picked up after 5:30 PM.

- A. If you are late to pick up your child, it will be documented and is considered your first warning.
- B. The second time you are late to pick up your child you will be charged \$1.00 for every minute that you are late.
- C. If you are late a third time to pick up your child you will be charged \$2.00 for every minute you are late.
- D. The fourth time you are late to pick up your child the child will be removed from the program. You will be required to re-register the child and be placed on the eligibility list until there is an opening.
- E. The non-payment of fees assessed to parents for failure to pick up their child in a timely manner will cause the child to be removed from the program.

- F. If a parent is more than 30 minutes late and the parent or emergency contact person cannot be reached Child Protective Services will be called. If the teacher is unable to contact Child Protective Services the local Police or Sheriff Department will be called to pick up the child.
- G. When a family is delinquent in paying fees (10 days pass the due date) the family will be issued a “Notice of Action”. The “Notice of Action” will include unpaid fees due, fee rate, and the period of time the fees are delinquent. Services shall be terminated two (2) weeks from the date of the notices unless fees are paid before the end of the two week period. If parents have a hardship a reasonable payment plan will be accepted for delinquent fees. If the family does not pay the fees services will be terminated.

Early Childhood Services Late Pick-Up Policy

Child Protective Services will be called anytime you are more than 30 minutes late and have not contacted the school about an emergency or an unavoidable situation. If the teacher is unable to reach Child Protective Services, the local Sheriff’s or Police Department will be called to pick up your child.

Although we do not usually have these kinds of problems, we believe all children should be treated fairly and consistently. It is in the best interest of the children for us to take these precautions. Thank you for understanding our policy and helping us ensure the safety of the children.

Please make sure children are dropped off and picked up at their designated time. Chronic tardiness or late pick will be referred to the Family Service Manager.

Attendance

Daily class attendance impacts your child’s ability to benefit from his/her preschool program. It also affects the amount of money received from some funding sources. Appropriate ATCAA Early Childhood Services attendance policies are followed at each of our sites. During the enrollment process a designated staff member will explain the Attendance Policy to each child’s parent(s) or guardian(s). Parents or guardians are asked to sign the Attendance Policy to indicate their understanding. Attendance for the purpose of reimbursement includes children present and children with an excused absence.

The goal for Head Start/State Preschool and Child Care is for children to attend 100% of the time unless they are sick or have an excused reason to be absent from preschool. The Family Service Manager or designee will analyze causes for absenteeism. All actions taken to remedy absenteeism will be documented. Teachers, Associate Teachers, or Family Advocates will assist you with attendance issues. Five days of consecutive unexcused absences may result in termination from the program. State preschool programs will be issued a Notice of Action when services will be terminated.

Daily sign in/sign out sheets are used to document your child's attendance. Only the parent (or other adult authorized by the parent to drop off or pick up a child) is responsible for entering times of arrival and departure. The full signatures of responsible adult are required on sign in/sign out sheets. Parents and guardians are responsible for making sure their child's attendance is recorded accurately.

Center Attendance Policy

In order for parents and children to gain the greatest benefit from our preschool programs, it is necessary for children to attend school regularly. School should be a part of your child's normal routine. Five days of consecutive unexcused absence may result in the child being dropped from all preschool programs.

Home Base Attendance Policy

Just as with children in the center-based program, it is important for children and parents to be available for their scheduled home visit. Repeated cancellations can result in children being referred to the Program Committee for further recommendations. Three weeks of parent cancellations of home visits may result in the child being dropped from the Home Base program.

Reporting Absences

Please call your child's center before the start of class when your child is going to be absent. Please give us the exact reason your child is missing school.

Parents will receive a phone call from the staff each day his/her child is absent if the parent does not call the school.

ATCAA Early Childhood Services Excused Absences

- * Hospitalizations
- * Serious injury or illness
- * Communicable disease
- * Health ailments that temporarily prevent attendance
- * Death in the family
- * Temporary family situations
- * Transportation
- * Weather conditions
- * Cultural and religious family activities are considered excused absences.

Please notify your child's teacher whenever your child is absent from school. Five days of unexcused absences can result in your child being dropped from the program.

ATCAA Early Childhood Services Preschool Excused Absences

- * Illness or quarantine of the child, other children in the home, or the parent
- * A family emergency (examples)
 - * A sibling is sick or injured and requires family go to hospital
 - * The family car is in an accident
 - * The home is flooded
 - * A family situation at home makes it impossible for the child to participate that day
 - * Court ordered visitations.
- * Best interest of the Child is considered an excused absence. A child may have a total of the (10) excused best interest days per year. Best interest days may include:
 - * Family vacations
 - * Parent or guardian seeking employment out of town
 - * Culture or religious activities
 - * Social service appointments
 - * Otherl similar or related reasons that are clearly in the best interest of the child

If excused absence is based on time spent with parents or relatives as required by law a copy of the Court Order must be on file in the child's basic data file. Attendance, for the purpose of reimbursement, includes excused absences because of illness or quarantine of the child, illness or quarantine of their parent, family emergency, and court ordered visitation or a reason which is clearly in the best interest of the child.

Unexcused Absences State Preschool/ Child Care

Transportation, weather conditions, getting up late, not wanting to go to school are considered unexcused absences. Five days of unexcused absences (or repeated excused absences) will result in your child being referred to the Family Services Manager for follow up.

The Family Services Manager may recommend a student study team meeting or an attendance improvement plan. If all attempts to improve attendance fail, the child's slot will be considered vacant. Unexcused absences will be documented in attendance records. Five days of unexcused absences will result in your child being dropped from the program.

Emergency Contact and Consent for Emergency Treatment Form

To ensure children's safety the staff will not release the child to any one not listed on the child's emergency contact and consent for emergency treatment form. We are not permitted to release children to anyone under the age of 16 unless they are the parent of the child. Please make sure the teacher has the current names and phone numbers of two people (over 16 years of age) who could pick up your child from school in an emergency. If we do not recognize the person picking up your child we will ask the person for picture identification.

To insure the safety of the children, we will not release children to persons behaving in a way that poses a risk to the children or to the facility. The appropriate agency will be called if this situation arises.

Adult Behavior

The ATCAA program is a chemical-free environment. The use of tobacco, drugs, and alcohol are not permitted anywhere on or near the center grounds or at sponsored events and activities. School grounds include the school parking lot and/or all areas on school property within the sight of the students. The use of profanity or corporal punishment by any parent attending the preschool program or activities is prohibited.

Center staff and Family Advocates visiting in the home promote a tobacco, drug, and alcohol free home environment.

Behavior Guidance

Our program promotes positive, respectful and considerate behavior in children. When a child behaves in a way that poses a threat to him/her, other children or staff, the parent or designee may be required to spend time with the child at the site or take the child home for the remainder of the day.

In addition a Student Study Team, consisting of the parents or designee, pertinent ECS staff, and a mental health consultant, will be coordinated to develop a behavior plan to ensure the success of the child and overall safety of the program. This may include “modifying” or limiting the days or hours a child attends the program. The Student Study Team will continue to convene as necessary to ensure that the child’s needs are being met and that they are successful participants in the program.

Positive Approach

Parents are encouraged to use a positive approach when talking to and interacting with their children. Tell your child what he/she needs to do. Avoid words such as “don’t” or “no”. Discard words like “good”, “bad”, “nice”, “baby”, “naughty”, and “big” from your vocabulary. Praise the act, not the child. Use phrases like, “That was a good job”, “That’s fantastic!” or “I liked the way you tried.” Be generous with your use of “please” and “thank you”. Praise your child often to recognize his/her achievements.

Discipline

Discipline refers to action(s) taken by adults when assisting children to control their own inappropriate behavior. Adults help children understand the consequences of acceptable and unacceptable behavior by modeling, redirection, and oral communication. Discipline and punishment are not the same. Punishment refers to actions taken by adults to change a child’s behavior by making the child suffer emotionally or physically. Children are not punished for their behavior at any of the preschool sites or Home Base socializations. A copy of the Behavior Guidance procedure is available for anyone who is interested.

Birthdays

Make arrangements with your child's teacher if you plan to celebrate his/her birthday at school. Birthday candles and sugary foods are discouraged at sites.

Clothing/Dress

Children's clothing should be comfortable, washable and suitable for active and messy activities such as painting, dirt, sand or mud play. The paint we use is "washable" but if it does get on clothing we advise pre-treating the stain before laundering. Clothing needs to be easy for your young child to get on and off for bathroom independence. Parents are requested to bring an extra set of clothing in case of accidents or messy play. Please mark clothing with your child's name. Toes can be hurt when riding bikes or during outside play; we do not recommend sandals. **Flip flops are not allowed.** We recommend you send your child to school in sneakers/tennis shoes for your child's safety. If your child wears sandals please make sure they have a secure back strap.

Clothing for adults, staff, and children may not promote or advertise alcohol, drugs, or tobacco. Clothing with unacceptable language or pictures is not permitted. Adult volunteers should wear clothing that is comfortable and conservative. Clothing that overly exposes any adult's body to the students is not permitted. For example, adult clothing that is too tight, too high, or too low cut is inappropriate.

Soiled Clothing

Parents must provide the center with a complete change of clothes in case of accidents. When a child has an accident requiring a change of clothes he/she is taken by one of the teaching staff to the bathroom. Staff will assist child in removing the soiled clothing, getting cleaned up, and, if needed, help child put on clean cloths.

Diapering

Our programs adopt sanitation and hygiene procedures for diapering that adequately protect the health and safety of children served by the program and staff. Soiled diapers are kept out of children's reach at all times. Plastic bags containing soiled diapers are stored/ placed in lined receptacle with a lid away from children access. Parents supply wipes and diapers as needed.

Natural Disasters & Emergencies

Periodically some of our schools may have to start late or close early because of natural disasters such as snow, fire, flood, or seasonal storm. Listen to your local radio station for information regarding any of these conditions 450am 92.7fm. Call your center or main ATCAA office (Tuolumne 533-0361, Amador 223-7333) or visit www.matowih.org for class schedule changes due to natural disasters.

Sharing Days

Teachers may establish a sharing day schedule for each class. Children may only bring things to share on scheduled sharing days. Check with child's teacher if you have a question or concern about what your child wants to share. Toy guns and knives are not allowed at the sites or Home Base socializations.

Siblings

If you bring your infant or toddler with you to the classroom when you volunteer/visit, you must supervise him/her at all times. We are licensed to provide care for preschool age children only. We also suggest you bring a snack for your toddler or infant. Food served at the preschool is for enrolled children only and staff or adult classroom volunteers.

Transportation

Parents are responsible for getting children to and from school and school-sponsored activities such as field trips. Carpooling between parents is encouraged but not arranged by staff.

Child Care/State Preschool Appeal Information

If you do not agree with the agency's action as stated in the Notice of Action, (the form that indicates what services you are receiving) you may appeal the intended action. To protect your rights, you must follow the instructions described on the back of the Notice of Action Form. If you do not respond by the required due dates or fail to submit the required appeal information with your appeal request, your appeal may be considered abandoned.

ATCAA Early Childhood Services Full Day Family Fees

Families will be provided with a written description of how fees are assessed and the consequences of nonpayment at the time of enrollment. Parents/guardians may choose to make weekly or monthly payments. Families who are delinquent in paying their child care fees may be terminated from the program.

Penalties For Non-Collection Or Non-Payment Of Family Fees

We assess family fees according to the fee schedule prepared by the California Department of Education, per Title 5. Parents and guardians will be provided with a written policy regarding fee requirements and the consequences of nonpayment at the time of enrollment. Families who are delinquent in paying the required fees may be terminated from the program.

Health and Safety

The program places great importance on the health and safety of your child. The following procedures are followed to insure early discovery and prevention of illness and/or accident and safeguard your child's health.

Accident Report

If a child gets hurt a written injury report is sent home. A copy of the report is placed into the child's file. If a child hurts another child the teacher will complete an owie report and give to both sets of parents. The name of the child hurting another child will be kept confidential.

Emergency Evacuations

In the case of a major disaster (i.e. fire, flood, and earthquake) staff takes all children to a pre-arranged location. An evacuation plan and map are posted in each center indicating where children are taken. Your child's teacher has further information on emergency procedures. All centers practice monthly evacuation/fire drills.

Emergency lock down drills will be conducted according to the local elementary school schedule and/or during the months of September, November, February and April. The lock-down drills are to protect the children if there was an intruder on campus or another emergency that requires the children to be locked inside the classroom.

First Aid Kits

First Aid kits are well supplied and readily available at each center.

Gloves

Non-porous gloves are available and must be worn under certain circumstances. The staff is trained on the appropriate use of non-porous gloves. Please ask a staff member if you need information about the use of non-porous gloves.

Hand Washing

Hand washing is one of the best ways to prevent illness. Everyone must wash his/her hands before food preparation, eating, or any other food-related activity and after toilet use and diapering. We encourage you to wash hands with your children when you arrive at the center. This will help maintain a germ free environment and allows you to show the importance of hand washing to your child.

Head Lice

Children must not come to school with head lice or nits. On the first day of each week all children are screened for head lice and nits. If your child has an infestation, you will need to take him/her home. Staff has information on the treatment of head lice and nits.

Illness

Children may not come to school when contagious or sick. Health checks are done daily. If your child becomes ill at school you will be called and asked to come pick him/her up.

Immunizations

Parent must provide a written record of his/her child's immunizations before he/she can enter the preschool program. Immunizations must be complete and up-to date.

Medications

It is preferable that your child take any needed medications before and after school. If medication is needed during school hours, you must have a medication form completed and signed by your doctor before medication is permitted at the center. All medications are kept in a locked box out of students' reach.

Tooth Brushing

Children brush their teeth daily at the center. Teachers show children how to brush their teeth correctly. Our dental program provides a toothbrush and toothpaste for each child.

Kindergarten Transition

The ATCAA Child Development program prepares you and your child for a smooth transition into kindergarten. When your child leaves Head Start/State Preschool, he/she will have the basic skills necessary to be successful in the more academic kindergarten setting. However as an informed parent or guardian, you will be your child's best advocate while he/she transitions from preschool into elementary school. The staff will provide you with information on your rights in the public school setting so that you will be able to help your child adapt to new school regulations.

Records, Reports, and Documentation

Parents and legal guardians are responsible for: 1) providing ATCAA Early Childhood Services Child Development programs with required information and 2) notifying the program of any changes in family income, family size, or need for child care and development services.

Staff member will assist you if you have questions or need help completing the necessary forms and documentation.

Custody Papers and Restraining Orders

In order for staff to prevent a non-custodial parent from picking up a child, current custody papers or restraining orders must be on file at the center. Please help our staff provide the protection your child needs by filing these documents promptly.

Emergency Contact and Consent for Emergency Treatment

Emergency information is kept for every child so we can call the parent/guardian in case of illness, injury, or other emergency. Please help us keep our records up-to-date. Notify the staff promptly of any change to telephone numbers and addresses. Children will only be released to parent/guardians unless we have names to pick up people on the emergency card.

Family Data Files

Family files contain basic data: family size, income eligibility, birth certificates, and immunization records and other data as required by law. Parents have reasonable access to their child's file upon request. All records are stored for five years. After that date they will be destroyed.

Finger Printing and Background Checks

All staff members have fingerprint and background checks through the Department of Social Services at the time they are hired and before they begin work in a class room.

Medical History

A complete medical history is kept on each child. Please let the staff know if your child's health changes or he/she needs medication.

Parent / Teacher Conferences

All families have two home visits and 2 parent/teacher conferences scheduled each year. Teachers and parents use these opportunities to discuss and document the progress, concerns, and goals of each child and family.

ATCAA Early Childhood Services Child Support Compliance

ATCAA Early Childhood Services program recognizes the importance of child and family support obligations. We follow all applicable state and federal laws relating to child and family support enforcement including, but not limited to, disclosure of information and compliance with earnings assignment decisions.

California State Preschool Population Information Collection

We will submit a Child Care Population Information report each month to the California Department of Education.

California State Preschool Data Collection Privacy Notice and Consent Form

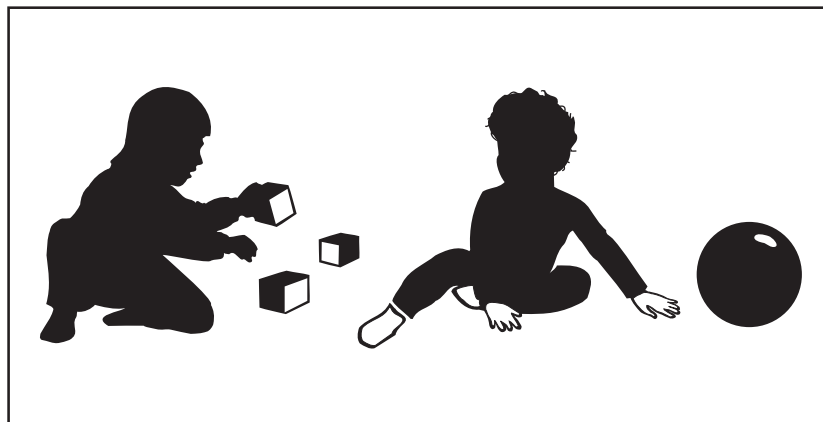
Each head of household shall receive a Child Care Data Collection Privacy Notice and Consent Form at the time of enrollment. A signed copy of this form shall be put in the family's basic data file.

Developmental Profile

A record of each child's physical, cognitive, social, and emotional development is completed by staff upon enrollment, and updated once every twelve (12) months. Teacher and parent observations are part of the child's developmental profile.

Mandated Reporting Requirement

All staff is mandated by the State of California to report any suspected child abuse or neglect. Mandated Reporters (any staff member) must report known or suspected abuse immediately to Child Welfare Services by telephone and send a written report to Child Welfare Services. A mandated reporter who fails to report an instance of known or suspected child abuse is guilty of a misdemeanor which is punishable by jail time of no more than six months, and or a fine of not more than one thousand dollars (\$1,000.), or both. All reports are confidential. The program is also required to file an unusual incident report to the State of California Community Care Licensing Department.



State Preschool Full Day Requirements

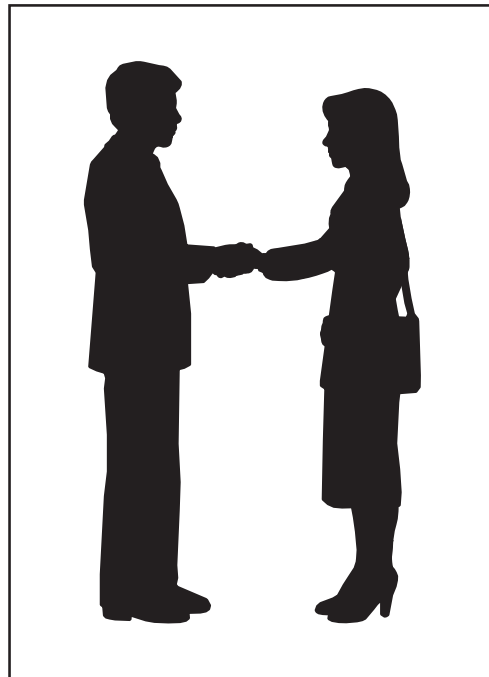
- A. Child's parent(s) must live in the State of California. Parent(s) must provide street address, post office address, income verification, or statement of intent to live in California to satisfy this requirement.
- B. Immigration status of the child or the child's parent(s) will not affect eligibility unless the child or parent is under a final order of deportation from the United States Department of Justice.
- C. Children with exceptional needs must also meet California Education Code regulations for children 3 to 4 years old.

Note: A family that has a child or children enrolled in State Preschool shall be allowed to enroll additional children provided there is an appropriate opening available and the children qualify based on eligibility, protective services, or have exceptional needs. The CDE may grant a waiver to the priorities specified above in order to meet the needs of specific populations. Families may be terminated (required to leave a State Preschool program) in order to reduce service levels due to insufficient funding or inability of State Preschool to operate one or more sites because of reasons beyond its control such as earthquakes, floods, or fire or state budget.



Parent's Rights

- * To be welcomed to the center or classroom during all program hours and be treated with respect and dignity.
- * To be informed regularly about your child's progress in Head Start.
- * To choose whether to take part in the Head Start program activities.
- * To participate as a member of the Parent Committee meetings.
- * To help plan parent activities to enhance parents' daily living.
- * To be informed about operation of the program through Policy Council representative and communication.
- * To receive information regarding community resources, agency activities, and program planning.



Parent Responsibilities Information And Rules

Parents have primary responsibility for their child; as the child's legal guardians, they are required to care for and supervise him/her. This includes adhering to rules and requirements of this program. The Head Start staff assumes a secondary role in the life and education of the child. We accept the responsibility delegated to us by the child's parents to care for the child, feed the child, and teach the child for a portion of the day- and are accountable to parents for carrying out those responsibilities.

The following are general program rules that are the responsibility of the parent:

1. Send your child to school on a daily basis.
2. Notify the school if your child will be absent, for whatever reason.
3. Read and follow all bus policies if Head Start provided your child transportation.
4. Notify your child's Head Start Center in writing of any change of information, such as a change in address, phone, emergency information, health issues, or family situations.
5. Obtain all health exams and needed records.
6. Work in partnership with Head Start staff to strengthen your family and prepare your child for school.
7. Read and respond to all written notices, bulletins, and newsletters sent home.
8. Tell us about your likes, dislikes, concerns and ideas about our program.
9. Know and respond to the individual needs of your child.
10. Take an active interest and talk daily with your child about their Head Start experience.

What are the Responsibilities of ATCAA State Preschool

The local agency:

- * Ensures compliance with applicable federal and state laws and regulations.
- * Designates a staff member to be responsible for complaint resolution.
- * Adopts complaint policies and procedures consistent with the California Code of Regulations Title 5 Sections 4600-4671.
- * Notifies, at least annually, parents, employees, committees, students and other interested parties of local complaint procedures, including the opportunity to appeal the agency decision.
- * The notice must be (a) in English(b) in the primary language of the students when 15 percent or more of the students in a school speak that language or (c) in the mode of communication of the recipient of the notice.
- * Protects complainants from retaliation.
- * Implements the following procedure:
 1. Any individual, public agency or organization alleging a violation of federal or state statutes may file a written complaint regarding specific program with the local agency.
 2. Discrimination complaints must be filed with the local agency or CDE by a person harmed or by a person on behalf of others. These complaints must be filed no later than six months from the occurrence or when they are first acknowledged. The local agency and the CDE must protect the confidentiality of the parties and the facts related to the case.
- * Resolves the complaint through mediation or investigation and completes a written report within 60 days of the receipt of a complaint. The local agency must give the filing party an opportunity to present evidence relevant to the complaint regarding right of appeal to CDE within 15 days of receipt of the local agency written report.
- * Submits, on notification of an appeal, the following to CDE
 - 1.The original complaint
 - 2.Copy of the local agency decision
 - 3.Summary of the nature and extent of the mediation of investigation conducted by the local agency if not covered in the Local Agency decision.
 - 4.Report of any action taken to resolve the complaint.
 - 5.Copy of the local agency complaint procedures.
 - 6.Other relevant information that the State Superintendent may require.
- * May appeal within 35 days to the State Superintendent of Public Instruction if the local agency is dissatisfied with the decision of the CDE.

What are the Responsibilities of the California Department of Education

The California Department of Education:

- * Keeps a file for every written complaint received.
- * Refers each complaint to the local agency for resolution when appropriate.
- * Request a report of the local agency action when appropriate.
- * Conducts a mediation or investigation when:
 1. The local agency fails to act within 60 days or agreed-upon time line.
 2. Complainant appeals a local agency decision.
 3. The Department determines that direct intervention is necessary.
- * Requires corrective action by the local agency concerning compliance issues identified through investigations of complaints.
- * Provides technical assistance to correct compliance issue.

Inspection Authority of the California Department of Education

- * The Department has the authority to interview children or staff without prior consent.
- * The licensee shall ensure that provisions are made for private interviews with any children or staff members.
- * The Department has the authority to inspect, audit, copy child or child care center records upon demand during normal business hours. Records may be removed if necessary for copying. Removal of records shall be subject to requirements of Sections 101217(c) and 101221(d).

Department of Education Uniform Complaint Procedures

It is the intent of ATCAA Early Childhood Services Child Development 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 ATCAA Early Childhood Services 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 (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.

Complaints must be signed and filed in writing with the California Department of Education

California Department of Education
Child Development Division
Complaint Coordinator
1430 N. Street, Suite 3410
Sacramento, CA 95814

If the complainant is not satisfied with the final written decision of California Department of Education, remedies may be available in federal or state court. In this event, the 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.

Article V III Parent Complaint Procedure

Section 1: Parent complaints relating to Early Childhood Services, except those regarding ATCAA Early Childhood Services employees, are to be directed in writing to the PC Chair of the class in question and the Early Childhood Services Director prior to the regular PC meeting. The parent will complete the Head Start Parent Concerns Complaint Form and present at the PC meeting. The parents at the PC meeting will hear the complaint and the Early Childhood Services Director's recommendation and attempt to resolve the problem within thirty days after receiving complaint. Any complaint regarding ATCAA Early Childhood Services employees shall go through the ATCAA chain-of-command.

Section 2: All Parent complaints not resolved at the PC level shall be brought in writing to the attention of the PPC Chair and the Early Childhood Services Director by the individual/group concerned at the next regular PPC meeting.

Section 3: The PPC will hear the complaint, the Early Childhood Services Director's recommendation, and the PC input. An attempt will be made to resolve the problem at the PPC level.

Section 4: If the problem is not solved at the PPC level the complaint will be forwarded to the ATCAA Executive Director to follow ATCAA Community Complaint Procedure.

Section 5: It is not a function of the PPC to hear complaints from staff, except as described in the approved ATCAA personnel Policies and Procedures.

INFORMATION

My Child's Head Start Center _____

Telephone _____

My Child's Teacher _____

My Child's Center Director _____

My Child's Bus Driver _____

My Child's Family & Community Service Worker _____

EMERGENCY NUMBERS

My Child's Doctor _____

Telephone _____

My Child's Dentist _____

Telephone _____

Local Police _____

Fire Department _____

Poison Control Center _____

**ATCAA Head Start and Early Head Start
Parent Handbook Acknowledgement**

I have received a Parent Handbook.

Child's Name

Date

Parent/Guardian Signature

Reconocimiento al Recibir El Manual de Padres

Yo reconozco que he recibido el Manual de Padres de Family Star.

Nombre del niño(s)

Firma de Padres/guardián

Fecha

Head Start

Head Start from our heart
is faith.

Our children learn to love
not hate.

Parental involvement is great-
community response can not be late...
and we will have a world that will
participate.

We teach to accept and respect
all colors-
to be loyal to family, teachers, friends
and others.

Head Start-State Preschool from our heart
we care.

Written by: Treasa Giannini, Sutter Creek, CA; Brenda Allen, Los Angeles, CA;
Phillip Jackson, Philadelphia, PA; Erika Andrews, Detroit, MI;
Lafayette Artis, U.S. Virgin Islands; Antonia Gutierrez, Sunnyside, WA;
Satarro Purrell, Columbus, Ohio; Gary Nations, Orlando, FL;
Dolores O'Riley, Corpus Christi, TX; Lydia Brown, Chicago, IL;
Clarence Lynn, Kansas City, KS; Michele Smith, Butler, PA; and
Robert Chambers, Franklin Park, NJ.

