Mission Statement
We promote school preparation by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social and other services.
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Dear Parents/Guardians

Thank you for choosing the Yolo County Office of Education Child Development Programs for your young child’s early childhood education and care. I am happy that you have joined us and look forward to a fulfilling year with you and your children.

Our programs provide services to children age birth to five. We offer center based and home based services throughout the county.

We continue to serve our Early Head Start and Head Start families and have had the unique and exciting experience of expanding our high quality programs to include California State Preschool services within the county. All of our programs provide a high quality experience for you and your family. It is our goal to support the family as the first teacher of the child, while providing opportunities for each child to grow in the areas of intellectual and cognitive development, physical and mental health and better nutritional and health habits.

The Yolo County Office of Education is honored to provide preschool experiences for children and families. The Head Start program has been operating since 1965 as a national program. Pregnant women and families with children 0-5 years of age are eligible for enrollment. All of our programs operate on a non-discriminatory basis, giving equal services and access without regard to race, sex, age, color, creed, religion, special needs, national origin, or ancestry. Children with disabilities are welcomed into our program and we provide reasonable accommodations with the goal for all children a successful learning and growing experience. We strive to provide comprehensive early childhood services for all of our children and their families in the areas of health, nutrition, mental health, education, and family support. Excitingly we at Yolo County Office of Education are looking forward to bringing our state preschool programs the same excellent service that has made the Early Head Start/Head Start program a success.

This Yolo County Office of Education Preschool Family Handbook is designed to acquaint you with our programs. Please read the material carefully. The family’s role is to be actively involved in the child’s total early childhood experience. All of our programs maintain an open door policy and we welcome and encourage parent involvement on multiple levels. Families have the opportunity to assist with learning activities in the home and at the Center, participating in special activities, attending workshops, doing homework with their children and sharing in classroom activities. We look forward to a wonderful year with our staff and families and welcome you to the Yolo County Early Childhood Education Programs.

With Sincerity,
ADMINISTRATIVE INFORMATION

Name of Grantee Agency ................................................................. Yolo County Office of Education
Yolo County Office of Education Address......1280 Santa Anita Court, Suite 140, Woodland, 95776
Early Childhood Education Programs Office Phone Number........................................ (530) 668-3001
County Superintendent of Schools................................................................. Dr. Jessie Ortiz
Director of Early Childhood Education Programs......................................................... Gail Nadal
Program Administrator of Head Start/Early Head Start................................................ Genet Telahun
Family Support Office Address................................................................. 626 W Lincoln, Woodland, 95695

IMPORTANT NAMES TO KNOW

My Child's Teacher is ________________________________
The Associate Teacher is ________________________________.
My child attends the ___________________________ Center from _____ to _______
The Center phone number is ________________________________
My Family Support Services Assistant is ________________________________
The Family Support Services Assistant can be reached at________________________.
SITE LOCATIONS
YOLO COUNTY OFFICE OF EDUCATION
1280 Santa Anita Ct. Suite 140
Woodland, CA 95776
(530) 668-3001

West Sacramento

Alyce Norman Site: 1200 Anna Street, West Sacramento, CA 95605
License # 573615400 & 573615401 (Preschool, infant & toddler), M-F 7:30 to 4:00
Preschool License: TBD
(916) 375-7650X2

Charter Site: 1504 Fallbrook St., West Sacramento, CA 95691
License # 573616476 (Preschool), M-F 8:30 to 3:00
(916) 375-7680 X 5404

Woodland

Lincoln Site: 626 W. Lincoln Avenue, Woodland, CA 95695
License # 573610479 (Preschool), M-F 7:30 to 4:00, 8:30 to 3:00
(530) 668-3030

Lemen Site: 1230 ½ Lemen Avenue, Woodland, CA 95776
License # 573610393 (Infant and toddler), M-F 7:30 to 4:00
(530) 668-5177

Plainfield Site: 20450 Co Rd 97, Woodland, CA 95695
License # 5736122022 (Preschool), M-F 7:30 to 4:00
(530) 668-3072

Esparo

Esparo Site 1: 26479 Grafton Street, Esparto, CA 95627
License# 573611395 (Preschool), M-F 8:30-3:00
(530) 787-3893

Esparo Site 2: 17120 Omega St, Esparto, CA 95627
License # TBD (Preschool), M-f 7:30-4:00
(530) 787-3417

Davis

Valley Oak Site: 1400 E. 8 th St. Davis CA 95616
License# 573616904 (Preschool, Toddler), M-F 7:30 to 4:00 and 9 to 3:30
License for Toddler: TBD
(530) 759-2134
Knights Landing

Sci Tech Site: 9544 Mill St, Knights Landing, CA 95645
License #: TBD (Preschool), M-F 9:00-3:30
(530)7356435

Winters

Wolfskill Site: 200 Baker St, Winters, CA 95616
License #: TBD (Preschool), M-F 7:30-4:00
(530) 795-6154

ELIGIBILITY

Application Process
To apply for the program, families need to provide the following documentation:
Application
Income 12 months (plus 30 days for State)
Birth Certificates (applicant and siblings)
Immunizations & TB
Medical Insurance Card
Proof of address (if single, both parents)

Admission/Enrollment Priorities and Eligibility Criteria:
YCOE HS/EHS utilizes an Enrollment Criteria point system, which ranks children based on need and the information provided during the application process. Extra points (priority) it given to recipients of child protective services. Points are also given to families based on income level, age of children (4’s have priority over 3’s), and environmental factors.

Notification
Applicants will receive an ERSEA letter stating the status of the application and for State Preschool, once eligibility is certified; families will receive a Notice of Action (NOA). When a family is selected for the program, they will be notified with an Acceptance Letter and an appointment will be set up for families to complete an enrollment packet. Please allow an hour to complete all the necessary documents.

Fees
Depending on income and family size, fees may occur for our wrapped (Head Start/State Preschool) programs. Fees are due the first of the month and are due in advance of service. If the bill remains unpaid on the seventh calendar day of the month, the fee is considered delinquent and a NOA will be sent stating services will be terminated in nineteen calendar days. A reasonable Delinquent Fee Repayment Plan may be requested prior to the termination effective date. Families are required to report any changes in income or family size and fees may be assessed a retroactive family fee. If families discontinue services, YCOE requires a two-week notice in order for
families to receive a refund. Refunds will be paid within thirty days.

State law (Chapter 38, statues of 2012) requires that effective July 1, 2012, families with children enrolled in part-day California State Preschool Programs be assessed a family fee in accordance with current law. The amount of the family fee is assessed using the State approved family fee schedule (July 2011) and is based on the following factors: family income, family size, children enrolled in other programs that have assessed a family fee. The decision also considers whether a student is receiving child protective services or a child is at risk for abuse, neglect or exploitation, or a parent is receiving CalWORKS cash assistance.

Re-Enrolling/Continue in the Program
To continue in the program, families must abide by agency policies, procedures and requirements. Head Start children who have completed the program year and wish to continue for the following year will submit a Intent to Return form to their Family Support Worker. Children enrolled in wrapped Head Start /State Preschool programs will need to recertify within 12 months of their initial certification. When children have been dropped from the program for any reason, and the parents/guardians then desires to re-admit; the child is considered a new enrollee and will need to resubmit required documents.

OUR PROGRAM

The Yolo County Office of Education offers a variety of infant, toddler, and preschool services within Yolo County. All of our programs are designed to support the child and family needs.

Head Start and Early Head Start
This is a federally funded program providing services to expectant families and children birth to five. The Head Start Performance Standard 1305.4 (b) (1) requires 90% of Head Start/Early Head Start children to meet federal income guidelines. Federal regulation 1305.6 (c) mandates that 10% of our Head Start/Early Head Start children are children with diagnosed disabilities.

State Preschool
Our services for infants, toddlers and preschoolers (6 weeks to five years old) are provided to families who meet eligibility guidelines set by the State of California, Department of Education, and Child Development Division. YCOE provides part time care; and full time care for children of families who are: working, looking for work, in a training program, attending school, and/or is referred from Children's Welfare Services. Fees may apply.

Program Self-Evaluation Process
The program conducts ongoing monitoring on a regular basis and each January completes an annual self-assessment. The self-assessment teams are comprised of staff, parent and community members. Results from the self-assessment are compiled into a recommendation/improvement plan, which is utilized for the current and following year. The program will also utilize the Parent Desired Results Parent Survey to evaluate the program.

PROGRAM OPTIONS

Yolo County Office of Education Child Development Programs respects and honors the family as the primary educator of the child. As parents/guardians, you will work with your child's teacher in the planning of child activities and assisting in socialization and classroom operations. The following options are available for our
families based on the above eligibility criteria:

**Center Based Options**

Center Base programs provide classroom experiences on a modified school year or modified full year calendar. Center Base activities will help your child increase their skills - in the 5 central domains: Approaches to Learning, Social and Emotional Development, Language and Literacy Development, Perceptual, Motor, and Physical Development. Activities are intentionally designed to help children learn, play, explore, discover, and form relationships in a positive and stimulating environment. Additionally, learning opportunities focus on building children’s self-esteem and preparing them for a successful transition into Kindergarten. Volunteering in the classroom helps the daily program to run more smoothly and efficiently.

Families are encouraged to visit whenever possible and may drop into the centers at any time.

Head Start Center Base families receive two home visits and two parent conferences. These visits establish a close working relationship between teachers and families and focus on comprehensive services: child development, education, nutrition, health, social and emotional development, disabilities, social services, and parent/guardian involvement.

Center based options are provided to children and families according to family need and eligibility requirements in either a full day placement or in a ½ day preschool learning environment.

**Home Based Option**

The Head Start Home Based option is based on the belief that success begins in the home setting. Itinerary teachers work with parents or guardians to provide information and support to expand understanding of early childhood development, parenting skills and available community resources. Parents or guardians learn to use household materials as effective teaching tools, making everyday events into learning experiences for their children. Through these experiences, parents build their competence and confidence and acquire skills to support their children's school readiness.

The Home Base program increases the child's self-esteem and sense of security as a family member. A home base experience allows the child to participate in different kinds of experiences and enhances his/her ability to socialize with others in and away from home. These visits establish a close working relationship between itinerary teachers and families and focus on child development, education, nutrition, health, disabilities, social and emotional health, social services, and parent or guardian involvement.

The Home Base itinerary teacher meets with the family once a week for a minimum of one and one-half hours. During the visit, the parents or guardians have an opportunity to exchange information and ideas, discuss goals, concerns and activities. Parents/ or guardians provide input into the planning of child/family activities.

There is a minimum of two opportunities each month for Home Base participants to come together as a class for socialization. Socialization days may take place at the Center or involve special events. Socialization days are organized by the Home Base Teacher with parent/guardian input. Parents are required to have a TB test to participate in the Home Base Program.
PROGRAM HOURS OF OPERATION

Infant/Toddler Full Day: Children 6 weeks to 36 months (3 years). Parents must be working or attending school. Childcare operates at three sites from 7:30-4:00 pm (DOCUMENTATION OF NEED REQUIRED).

Preschool Full Day: Head Start serves children from 3-5 years old whose parents are working or attending school. Children to be 3 years old on or before September 1st. Center staff will work with families to determine placement. Center hours are 7:30 to 4:00 (for 8.5 hour programs) and 9:00-3:30 (for 6.5 hour program). DOCUMENTATION OF NEED REQUIRED.

Infant/Toddler Home Base: Pregnant women and/or children birth to three years old. Visits are conducted within a 90-minute time frame on a weekly basis. Socializations are held twice a month for 2 hours.

Program Goals and Objectives

The program goals and objectives have been selected by the members of the Policy Council in coordination with the program staff.

GOAL 1: Maintain Attendance Rate at or above 90% over the next 5-years.

OBJECTIVES: Monitor attendance data closely to ensure children are not missing school due to preventable health issues. This will include annual workshops to families and staff on illness prevention.

GOAL 2: Program will strengthen partnership with families to ensure children are prepared for kindergarten and beyond.

OBJECTIVES: Parents will understand the vital role they play in the education of their children, know how to advocate for their children, participate in program activities, receive up to date information on how their children are progressing overtime.

GOAL 3: Develop a system to support each child’s social emotional needs and reduce challenging behaviors in the classroom.

OBJECTIVES: Increase staff’s knowledge and skills on how to help children make friends, create a harmonious classroom environment, address challenging behaviors appropriately, and support children in self-regulation.

GOAL 4: Use data from Family Needs Assessment and Parent Interest Survey to create training and workshop opportunities for families in support of SR Goals.

Objective: Develop a baseline for parent participation and increase parent participation by 25% over the next 5-years.
The YCOE Child Development programs are designed to provide children from eligible families with an interactive and developmentally appropriate school experience to increase the school readiness of young children and foster healthy outcomes for children and expectant mothers. Program goals are developed to provide children and families with comprehensive services to meet educational, emotional, social, and nutritional and health needs.

The foundation for our Child Development program is centered on the philosophy that the parent/guardian is the child's first and primary teacher. Programs are designed around early childhood education and health and family partnerships. Service areas include Early Childhood Development and Health; Family and Community Engagement; and Program Design and Management.

**Health - Physical/Dental/Mental/Nutrition**

**GOAL:** To provide a comprehensive health service program, which includes a broad range of medical, dental, mental health and nutritional services to children and their families.

The Health Service objectives for our program include:

1. Prevention and early intervention
2. Family awareness, health and safety education
3. Knowledge of health and nutrition services
4. Assisting families to establish a medical and dental home and the identification of selected providers
5. Helping families promote healthy lifestyles
6. Knowledge of Mental Health Services

**Health Requirements**

- **Medical Examination:** Upon entering our child development program, each child must have proof of a physical examination within the last calendar year and must be updated quarterly thereafter. To meet State Licensing requirements, the complete Physical Examination Form must be submitted within 30 calendar days after the enrollment date. Children in Early Head Start are encouraged to be examined more frequently on a well child schedule with their medical provider. Copies of these well child physical exams help staff track proper growth and development.

- **Dental Examination:** Children ages 3-5 years must have a complete dental examination within 90 days after their enrollment date. A complete examination must include cleaning and fluoride treatment. Children younger than age 3 must have a dental observation completed by their medical provider/dentist.

  **Immunization:** Immunizations must be complete or current before a child may attend. This determination is based on the Centers for Disease Control and Prevention standards and by State Immunization requirements.

- **TB (Tuberculosis) Screening:** A current TB skin test or TB Questionnaire Clearance is required for each child. A TB skin test is required for all staff and volunteers who work in the classroom. All TB clearance must be updated as required.
• Hemoglobin/Hematocrit: A hemoglobin/hematocrit test result is required upon entrance into the program. Children enrolled in the Early Head Start program are required to have a hemoglobin/hematocrit test starting at 12 months of age and updated annually thereafter.

• Lead Test: Tests are completed by medical providers at 12 & 24 months of age. If a lead test was not completed, children will need to have one completed by the time they are 36 months of age.

• Vision and Hearing: Screenings are completed within 45 days of enrollment.

• Growth Assessment: Measurements for height and weight are completed at least twice a year for preschool age children, and height, weight, and head circumference more often for Early Head Start.

• Health History: The complete health history is completed upon enrollment and updated as changes occur. Prenatal Care: Prenatal care is strongly encouraged as soon as possible by a physician.

• Developmental & Social Emotional Screenings: Screenings are completed within 45 days of enrollment.

Parents/guardians must sign a "Consent for Request-Release of Information" form so that we may obtain health information from providers. Documentation of health information will be kept in a confidential file for each child. The Health Services Manager will assess the results of these services, and follow-up will be planned if necessary. A student transferring to another program may have his/her records forwarded only with the parent/guardian written consent.

Your Family Support Services Assistant can provide you with names of local physicians who provide well child exams under the State CHDP (Child Health and Disability Prevention) Program, and local dentists who provide services.

**Mental Wellness**

*Goal:* To promote mental wellness through building relationships among children, staff, families, and professionals in order to enhance awareness and understanding of mental wellness.

Yolo County Office of Education Child Development programs strive to provide a comprehensive service to anticipate and understand a child's behavior, typical development, family wellness, and the utilization of community mental health resources. Mental Health objectives include the following:

• Mental wellness consultation within the classroom environment.
• The sharing of family and staff observations to anticipate children's behaviors.
• Identifying appropriate adult responses to children's behaviors.
• Assistance in strengthening, nurturing, and supporting environments in the home and in the program.
• Supporting the family participation in any needed interventions in the home or program.
• Assisting families and staff in providing special help for children with atypical behavior or development.
• Referring families in need of more specialized services to other community agencies.
• Viewing mental wellness as important to families, children, and program staff.
**Nutrition**

*Goal:* To provide nutritional services to assist families in meeting each child’s specific needs and to promote healthy lifestyles.

*Classroom Meals:* Mealtimes are valuable learning opportunities to introduce children to a variety of healthy foods. Meals are served family-style with one staff or volunteer sitting at each of the children’s tables to act as a role model and encourage conversation. Children are encouraged to serve themselves and make their own food choices. When finished, children should take their plates away from the table to the cleaning area. The kitchen prepares enough food for each child and teacher in the class therefore, only volunteers who sign up in advance may join students for meals.

The program provides food for the children. Please do not send food to school with your child. Children will have an opportunity to eat during regularly scheduled mealtimes. Food may not be taken home with children or families. If there is, a special occasion and you desire to send food to school for a special event please contact your teacher at least two weeks in advance.

Children with special dietary needs will be accommodated as feasible. Written documentation must be provided by a licensed medical provider in order for the program to meet these needs.

Our program supports healthy lifestyles and wellness practices. We incorporate these practices into our daily classroom activities. Children participate in movement activities to encourage appropriate exercise and have the opportunity to explore food concepts. During parent meetings, we provide the opportunity to parents to learn how to incorporate these principles at home. This is done with food demonstrations, guest speakers and in conjunction with feedback from the menu committee.

**Education**

*Goal:* To help children develop social competence and become enthusiastic learners who are eager to explore and be confident in their growing skills. This means encouraging children to be active and creative explorers who are not afraid to try out their ideas and to express their own thoughts. Our programs teach children how to work together and how to learn skills that will benefit them throughout their lives.

YCOE Child Development Programs are based on Developmentally Appropriate Practices and Creative Curriculum Models. To achieve these big goals, preschool programs address goals in the four areas of development:

- **Social:** supporting children to feel comfortable in school, trust their new environment, make friends, and feel they are a part of the group.
- **Emotional:** guiding children to experience feelings of self-confidence, develop independence and self-control, and support the development of self-esteem.
- **Cognitive:** Assisting children to become confident learners by encouraging them to try out their own ideas and experience success; and to help children acquire learning skills such as problem solving, asking questions, and using words to describe their ideas, observations, and feelings.
- **Physical:** help children increase their large and small muscle skills and feel confident about what their bodies can do.
**The Creative Curriculum Links Curriculum and Assessment**

Assessment is the process of gathering information about each child to support their learning. Teachers obtain useful information about each child’s knowledge, skills, and progress by observing, documenting, analyzing, and evaluating work samples over time.

The curriculum goals and objectives form the basis for the assessment instrument so teachers assess children based on the material that is taught.

Teachers know what to look for and how to support children’s development.

In each content area, teachers see what they can do to teach a particular concept or skill and how this teaching links to specific objectives of The Creative Curriculum® Developmental Profiles for Preschoolers and Infants and Toddlers.

**Desired Results Developmental Profile (DRDP)**

Children (infants, toddlers & preschoolers) are assessed within 45 days of enrollment and twice after utilizing the DRDP. DRDP's document the progress made by children and provides information to help staff improve child development services. The data is utilized to plan, and conduct age and developmentally appropriate activities. Teachers generate Individual Child Profiles for school files, Child Progress, and Planning Reports for families.

**Children Learn Through Play**

Current research on young children clearly indicates that when children play, they learn. They learn social, emotional, and physical skills as well as academic content. When children play, they take the initiative—choosing where they want to play, coming up with ideas, and trying them out. However, this does not mean that teachers do nothing but move around and watch. Rather, teachers have an important role in helping children learn through play. Teachers set the stage for children's learning by selecting materials they know will engage children and organizing materials effectively in interest areas. They provide guidance if children need help and ask questions to spark children’s thinking while allowing and encouraging children to experience the power of feeling in charge of their own learning. In any one play period, children might choose to work on a puzzle, build a block tower, look through a familiar book and retell the story, or play a game with a friend. When children are free to follow their interests, within an environment that supports and extends their exploration, learning happens.

**Academic Learning Starts With Active Play**

Research findings indicate that there is a direct relationship between children’s ability to pretend and their academic success. When children pretend, they remember experiences or situations and replay them—the baby is sick so I have to give her medicine. They learn to use symbols (one object to stand for something else)—a block becomes a car. Children also develop problem-solving skills by deciding who will play what role or how to share props. They learn about different perspectives as they play at different roles.

Many learning tasks require the ability to visualize and determine alternative ways to consider an issue or answer a question. For this reason, learning to use the imagination during the preschool years is crucial to children's learning in the future.

**Religious Instruction & Equal Access**

YCOE child development program does not discriminate on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color; or mental or physical disability in determining which children are served. The curriculum refrains from Religious Instruction.
Special Needs

Goal: For individual children identified as having special needs, appropriate experiences and learning opportunities are provided with attention paid to individual needs, interests and developmental levels in an inclusive environment.

The assessment process comprised of screening, ongoing developmental assessment, and referrals for evaluation will be completed by appropriate staff members and professionals in a timely manner. The services of a multidisciplinary team are utilized to assist in identifying appropriate services focusing on the child’s strengths and needs. Goals identified on the IEP/IFSP are incorporated in the daily routines of the classrooms. Children are involved in all component areas with a full range of activities and services accessible. Transition strategies are implemented and coordinated with other agencies and programs as needed.

Family and Community Engagement

Goal: Families are provided information about community resources and are assisted in the utilization of these services.

Families may need help and support if a crisis occurs. The Yolo County Office of Education Child Development programs are designed to support the family, inclusive of the children and adults. We strive to guide and assist the family in their strengths and needs. Staff can provide information on the available services along with a Parent Resource List.

Some of the services available to you are:

- Assistance in getting help from community agencies
- Assistance in locating doctors, dentists, and counseling services
- Assistance in finding emergency aid if needed
- Assistance, as available, with transportation to community agencies
- Health and Consumer information
- Child Development information and parenting classes
- Adult and Family literacy
- Employment Information
- GED (General Education Diploma), R.O.P. (Regional Occupational Program) Training and/or College Education.

Family Participation

Goal: Families are provided with opportunities to participate in the program’s planning process and on-going operations.

The YCOE Child Development programs are committed to an open door policy. We support and encourage families to become involved in the programs. Family participation is viewed as an essential component in
the shared collaboration of program operations.

Five areas of family participation include:
- Active participation as a classroom volunteer.
- Participation in activities especially designed for family education.
- Participation in the parent committee meetings.
- Representation on the Policy Council/Parent Advisory Council to provide input regarding decisions about the operation of the programs.
- Participation as a paid employee through the career opportunities offered by the Yolo County Office of Education. Parents may apply for the Child Care Aide position with no previous experience in Child Development or Early Childhood Education. Parents who qualify for other positions, as available, may apply. Contact the YCOE Human Resources Department at 668-6700 (Job line) for additional information. Employment opportunities are posted on the internet at www.ycoe.org

FAMILY INFORMATION

Family Rights

1. To be welcomed at all activities;
2. To be treated with respect and dignity;
3. To participate in a non-discriminatory program that values and promotes cultural differences;
4. To have the opportunity to actively participate in my child’s development;
5. To have my child participate in a program that provides a safe & nurturing environment in which to grow;
6. To be informed about my child’s progress;
7. To help develop and implement adult education, activities and programs;
8. To be informed about community resources concerning health, education and the improvement of family life;
9. To have the opportunity to learn and participate in employment opportunities;
10. To take part in program design, decision-making and implementation of policies for program.

Parent/Guardian Responsibilities

1. To guide my child with consistency in a loving and protective manner;
2. To actively encourage my child’s educational experience as an opportunity for improving my child’s development.
3. To take part in the classroom as a volunteer worker, an observer or as a paid employee, by contributing my services to enrich the program;
4. To increase my knowledge about child development, parent/guardian education and community resources;
5. To welcome teachers and staff into my home, become informed and discuss ways to promote my child’s individual development;
6. To work cooperatively with the teachers, staff and other parents/guardians;
7. To provide leadership by participating in parent involvement activities and encouraging other parents/guardians to fully participate in services and activities offered through the programs;
8. To take part in policy making decisions regarding program design and evaluation;
9. To support the program by offering recommendations, constructive criticisms and solutions;
10. To become informed about and/or participate in additional community programs.
11. To abide by agency policies, procedures and requirements.
PROGRAM POLICIES AND PROCEDURES

Arrivals and Departures

Parents must walk children into the classroom and sign them in and out using a full legal signature. PARENTS WHO FORGET TO SIGN IN THEIR CHILDREN WILL BE CALLED TO RETURN TO SIGN IN THEIR CHILDREN! If you arrive early, the teacher may invite you to wait with your child in the parent waiting area. If you or someone else brings your child to the center, please ask them to be on time, take the child right to the teacher or associate teacher, and complete the sign in process. ALWAYS BRING YOUR CHILD INTO THE CLASSROOM.

An adult 18 years or older may assume the responsibility of signing a child in and out (16 years old if a sibling). Any adult signing the child out must be listed on the emergency card and a picture ID will be required before the child can be removed from the center. Children will only be released to those people indicated on the Emergency Card form. Let the teacher know or send a note as to who will be transporting your child if it is someone other than the persons listed.

When you pick-up your child from the center, it is important that you complete the sign out process and tell the teacher that you are taking your child. If an authorized person appears to be under the influence of drugs or alcohol while attempting to pick up your child, the program will not release your child until his or her health and safety is assured. If an emergency arises and you know you will be late picking up your child, please call and let us know. Children will be cared for at the center until arrangements can be made for the child.

Late Pick Up at Sites

Parents must make every effort to pickup children at the designated time. It is your responsibility to adhere to the Late Attendance Policy signed upon enrollment. Please note that a child who is not picked-up in a timely fashion has compromised the teaching staff ability to prepare their classroom for the following day’s lessons, and may require staff to stay beyond their contracted time. Even more importantly, children become very anxious when they are the last one left and fear they may have been forgotten. Please be sure to call ahead if you are unavoidably delayed, or to notify the staff that someone your child is well acquainted with will be coming instead.
Attendance/Absences

If a child is absent from the center or unable to participate in other scheduled events, it is the parent’s/guardian’s responsibility to notify the center of the reason for the absence as soon as possible. Excused absences include illness or quarantine of the child, illness or quarantine of their parent, temporary family emergency/situation (up to 10 days, documentation required), court-ordered visitations, religious holidays, or a reason which is clearly in the best interest of the child and/or family (up to ten days). When the parent calls the teacher/FSSA, the absence will be noted on the sign-in sheet and Family Contact Log. If you do not contact the center with your child’s absence, your teacher will contact you prior to the end of the school day. If a child is ill and that illness results in absences beyond 4 school days, a doctor’s note is required before a child may return to class. State preschool parents are required to sign an absence slip documenting the absence.

Family Service Leave State Preschool families may request a leave when services are not needed (family medical leave, school break, break in employment, etc.)

If a child has four or more unexcused absences in a thirty-day period, the program must initiate support services to include home visits or other direct contact with the child’s parent or guardian. Any child with 4 consecutive unexcused absences will be moved to the waiting list in order to allow another child on the waiting list to benefit from services. Some examples of unexcused absences are as follows:

- Failure to obtain required immunizations/physical as scheduled
- Extended school holidays or Vacations (beyond 10 Best Interest Days)
- Absences other than stated above
- Transportation other than public transportation strikes, vehicle malfunction

Transportation

YCOE Child Development programs do not provide transportation for children to or from the centers. Safety is everyone’s responsibility, so each child must be escorted by an adult, to and from the car, to the center or program activity. Siblings are not to be left in an unattended car. YCOE does provide transportation for family support services.

Family Emergency Information

The Department of Social Services, Child Care Licensing Division requires parents/guardians to complete an emergency card. If any information on the card changes, please contact your child’s teacher to update the card as soon as possible. Children will be released only to adults authorized on the emergency card. Adults may be required to verify identification
with a current picture I.D. Please be sure to let your classroom teacher know if another authorized adult will be picking your child up from the center. The safety of your child is our primary concern.

siblings
the child development program's intent is for the parents/guardians to be the primary educator of his/her child. Only children currently enrolled in YCOE Child Development Program's will be able to visit or attend during center days.

- Centers are licensed for preschool aged children or infants and toddlers through the Department of Social Services, Child Care Licensing Division. Licensing requires that early childhood education programs maintain a mandated adult-child ratio and additional siblings would change that ratio.
- The Yolo County Office of Education pays insurance only for the enrolled child. The program is not legally responsible for siblings who are not enrolled.
- Materials, at most centers, are appropriate for preschool aged children or infants and toddlers.

The primary concern of the staff and parent/guardian is to properly supervise the YCOE Child Development Program children; siblings in the classroom may take away from this focus.

special activities/field trips

Upon enrollment parents sign consent to walking field trips. Walking field trips may occur without prior notification; however, a sign will be posted alerting parents to children's location. Several special activities may be planned during the school year. Parents will be notified in advance of these activities and an additional permission slip will be required. All permission slips must be dated and signed before leaving on a special trip.

Every effort is made for special trips to take place within the child's community. Special trips are planned for relevancy and geared towards the children's developmental level. Cost, distance, date and times are factors considered when planning special trips, assuring that all children may attend. Meals will be provided for all children on field trips. Lunches will be served brown bag style.

Emergency Bad Weather Procedures

Each center has developed a plan that will be used in the event of an emergency or bad weather. Safety is our primary concern for both children and staff. If public schools are closed, the YCOE Preschool program on site will also be closed. We
may close our programs during the regular school hours because of an emergency or bad weather, (i.e., storms, electricity, heating or telephone outages or road closures). Please be prepared to pick up your child in the event of early site closures. Home visits will be cancelled when conditions are unsafe. In case of emergency, please ensure staff has your current information, i.e., address, phone number.

**Emergency Drills**

Fire Drills and/or earthquake or other evacuation drills are conducted monthly at each center. During the drills, staff will lead the children to a safe area outside of the building. Please do not be alarmed if a fire drill occurs while you are in the school building. If you are at the center at the time of the drill, please participate and follow the directions given by the teaching staff.

**CLASSROOM ACTIVITIES**

**Outdoor Play**

Outdoor play is a daily activity in our schedules. If your child is well enough to attend school, they are well enough to go outside. Please dress your child warmly enough for outdoor play *every day*. Children have an outside play period on all but the coldest/hottest days and days when the air quality is deemed "unhealthy" by the Air Quality Resource. Water play is a daily event. Extra clothes must be available for your child.

**Rest Time**

Full Day programs have a rest time every afternoon. Children may need a rest time to help them relax and unwind from their busy morning schedule. If a child does not go to sleep, the child may work on a quiet activity that does not disturb the other children. Each child is provided a clean blanket and sheet for daily rest time.

In classrooms not serving full day, naptime is not required. However, a child that falls asleep is in need of rest. It is our policy that should a child fall asleep at any point during the day, the child will be allowed to sleep until fully rested.
**Holiday Celebrations**

Holiday celebrations in the classroom will be used as a way to honor each individual's cultural and family beliefs. Celebrations will honor and respect our differences and commonalities. Holiday celebrations in the classroom are not a reflection of the staff or dominant society, but instead, a reflection of the families enrolled in each individual classroom. No child shall, at any time, be forced to participate in a celebration. Each person's beliefs will be honored and supported. Consideration will be given to those families and children who, because of their beliefs, do not wish to participate in a celebration.

**Birthday Celebrations**

Children love to celebrate their birthdays with their school friends. We encourage this and suggest keeping it simple. Elaborate arrangements create tension and competition. Favors, candy and hats are inappropriate for a school party and are not allowed. In addition, we do not allow cakes or special goodies (cupcakes, cookies, candy, gum, etc) to be brought to school.

We invite parents to spend the day in the classroom with their child. Parents can share a special storybook; help with a cooking activity or other special activity that the child would like to share with the class.

In order to make sure we have the proper ingredients or supplies, please make arrangements with the teacher at least two (2) weeks in advance to make sure there are no conflicts in schedules and to be aware of any food restrictions for any of the children.

Please save party favors, balloons, etc., for your home celebration. If you are inviting children from school to a birthday celebration for your child, be sure to mail the invitations if all the children at school are not included.

**Photographs**

At the time of enrollment, consent for picture taking is signed. Pictures may be used within the center as well as for advertising and promotion of YCOE Child Development Programs.
Discipline Policy

Children enrolled in the YCOE Child Development programs are assured discipline practices that maintain their personal rights under Section 101223 of the Child Day Care General Licensing Requirements authorized by Community Care Licensing. Adults and staff are responsible for practicing discipline techniques that include the following guidelines:

1. Each child will be treated with dignity.
2. Each child will be made to feel safe, secure, and assured that their environment will remain comfortable and healthy.
3. No child will experience corporal or unusual punishment, infliction of pain, humiliation, intimidation, ridicule, coercion, threat, mental abuse or other actions of this punitive nature. It is important for adults to model appropriate reactions to undesirable behavior showing children how to respond appropriately in the classroom and in the home.
4. Every effort will be made to handle challenging behaviors through redirection, problem solving and through staff and parent/guardian collaboration. Children will be encouraged to practice desirable alternatives to undesirable behavior. If challenges persist, a plan of action will be discussed at a parent/guardian conference. The plan of action may include, but will not be limited to, the following solutions:
   A. Modify classroom environment
   B. Support from outside agency
   C. Decreased time in the classroom
   D. Other child education program options

Suspension and expulsion:
Yolo County Head Start does not suspend or expel children due to their behavior. A temporary suspension may be used as a last resort in extraordinary circumstances where there is a serious safety threat that cannot be reduced or eliminated by the provision of reasonable modifications. Prior to suspending children from the program, Yolo County Head Start will work with a mental health consultant, collaborate with the parent, and utilize appropriate community resources to determine no other reasonable option is appropriate. If the child does not have an IFSP or IEP, Yolo County Head Start will collaborate with the parent, with the local agency responsible for implementing IDEA to determine the child’s eligibility for services.

If the child has an individualized family service plan (IFSP) or individualized education program (IEP), Yolo County Head Start will consult with the agency responsible for the
IFSP or IEP to ensure the child receives the needed support services. If a temporary suspension is deemed necessary, the site coordinator, the disability manager, the parent, and the teacher will support the child return to full participation in all program activities as quickly as possible while ensuring the safety of all children in the classroom.

After exploring all possible steps and documenting all the steps program took to keep the child in the program, Yolo County Head Start, in consultation with the parent, the child’s teacher, the disability manager, the agency responsible for implementing IEP or IFSP (if applicable), and the mental health consultant may determine if the child’s continued enrollment presents a continued serious safety threat to the child or other children in the classroom. If involved parties decided that Yolo County Head Start is not the most appropriate placement for the child, the parent will receive all the support needed to find an appropriate placement for the child.

**Clothing and Items from Home**

Indoor clothing should be the "everyday play" kind. The children will be climbing, crawling on floors, using paint and other messy materials, and although we have aprons, they are not always spill proof, so please save children’s good clothes for other times. Shoes need to cover the whole foot. Flip-flops, shoes without backs and high heels should not be worn—children are very active and these types of shoes can be dangerous. Please dress your child warmly enough for outdoor play *every day*. Children have an outside play period on all but the coldest days. Labeling all clothing prevents a lot of mix-ups and losses.

Write your child’s name on the inside of all clothing and shoes. Children need to wear shoes in the classroom. Items from home are difficult to share. Yolo County Office of Education is not responsible for items brought from home that are broken or lost.

Children should have a clean change of clothing at the center *at all times*. Clothing should be exchanged as the seasons change so that children are adequately dressed. *When the change of clothing has been worn home, please immediately replace the center’s change of clothes.*

Backpacks are useful in ensuring that children have their shoes, extra clothing and cold weather gear all in one spot. Please write your child’s name on the inside of the backpack. It is also important to be aware of items your child has in the backpack when leaving for school. Please be sure that the items in your child’s backpack are ones you want to be there.
Teacher Education Requirements

Teachers within the Yolo County Office of Education Child Development Programs have an education in Early Childhood Education from accredited institutions. 50% of HS Teachers have a BA degree and all teachers must have at a minimum an AA degree with 24 units in Early Childhood Education with the core classes completed including: Child Growth and Development, Child/Family/Community, and Programs/curriculum. Associate teachers have a minimum of 12 units.

Parent Conferences
Parent Conferences are conducted formally three times per year. Staff welcomes and support family observations and information regarding their children at all times.

Parent Orientation
An orientation for parents that includes topics such as program philosophy, program goals and objectives, program activities, eligibility criteria and priorities for enrollment, fee requirement, and due process procedures.

HEALTH POLICIES

Illness

Sick children must remain at home and home visits must be canceled. If your child shows any of the following symptoms, please contact your teacher:

1. Fever of 100°F or above
2. An undiagnosed rash
3. Vomiting or diarrhea
4. A known or suspected case of head lice

If a child becomes ill while at the center, she/he will be isolated from the other children. The parent will be contacted and informed to make arrangements to have their child taken home.

The Teacher, center director or the FSSA will contact the parent if the child has a fever of 100 degrees F, has diarrhea, is vomiting, or has other medical conditions that cause concern. Parents are asked to be considerate of other children enrolled in the center and to keep a sick child at home if signs of illness are evident.

Daily Health Check

A daily health check will be performed to assure that children are free from contagious diseases when participating in YCOE Child Development programs. A teacher greets the child and parent/guardian upon arrival. The parent/guardian will be required to remain at the center while the teacher conducts a daily health check. If the teacher observes health
related problems (example: fever, head lice), the child will be excluded from attending until well. A child should be free from fever for 24 hours, on antibiotics for 24 hours or in the case of head lice, nit free before returning to school.

**Injury/Ouch Reports**

Minor injuries requiring first aid will be treated in the center office or classroom. An Ouch Report will be completed by the teacher immediately after the child is treated for every incident. Parents will receive a copy of the Ouch Report upon pick up. Every effort will be made to contact parents as soon as possible when the following occur: facial/head wounds, bites, or unusual incidents/injuries. If a child sustains a serious injury, the child’s parent will be notified by the Teacher, FSSA or Center Manager as soon as possible. If necessary, 9-1-1 will be called and the child may be transported by ambulance. A follow up for all injuries will be completed after three days to assess how the child is healing.

**Medication Policy**

For prescription and over-the-counter medication, medication will be administered only when the following occurs:

- The doctor has provided written notice of approval (for over-the-counter medication), including an action plan and written parental consent has been provided;
- It is in the original container;
- It is not expired;
- It has the name of the child and the dosage to be administered on the label (for prescription);
- If required by a state agency, staff attends required "medication" training prior to administration.

Staff will log all medications given on a Medication Log Form. All medication kept at the center must be kept in a locked box away from access by children at all times. All empty or unused medication containers are returned to the parent. Medications to control a fever will not be administered.

**Toilet Learning**

Children are admitted to our programs without regard to whether they are toilet trained or not. Some children may start the program in diapers or pull-ups; staff will change diapers and assist children in positive ways to learn to use the toilet. Diapers are provided for children. Coordination with the family around toilet training is imperative. When a child
shows signs of toilet training readiness a conference between the teacher(s) and the parents(s) will be set up to establish common goals and methods and create a Toileting Training Plan.

Head Lice
Pediculosis (LICE) outbreaks are common among young children and even the cleanest child can easily get a case of head lice. The chief symptom is itching. Sores due to scratching can develop, possibly leading to infections. Lice and nits are usually seen in the area behind the ears and at the nape of the neck. If your child has lice, it is important that you act immediately to prevent spreading to other members in the family.

A head lice check is performed at least once a week by the teacher to prevent the spread of lice within the classroom and to provide instructions and support to the parent/guardian of a child with head lice. If there is an existing, case, head lice checks will be done more frequently. If head lice or nits (eggs) are found on the child during the daily health check, the teacher privately discusses the presence of head lice or nits with the parent/guardian. The child is excluded until treatment is completed and the child is nit free. Written materials explaining treatment for the child and the household are provided. The Health Specialist is available for consultation.

CHILD ABUSE REPORTING

In accordance with both Federal and State Regulations all YCOE Program staff is required to report suspected child abuse or neglect to an agency designated to receive and investigate reports. Parents and families are informed of laws regarding child abuse and neglect upon enrollment.

DRUGS, ALCOHOL AND TOBACCO

Drug, alcohol or tobacco use is prohibited in all facilities owned or operated by the Yolo County Office of Education. This includes indoor and outdoor activities and all program vehicles. This applies to employees, students and the general public. Your cooperation is greatly appreciated at all times. Smoking is not allowed within 20 feet of the buildings or in the parking lots.

CONFIDENTIALITY

Program staff and participants will follow our Confidentiality Policy: "Confidential information or records regarding a child is released only with written approval by the
Policy: Personal information concerning children in YCOE Infant/Toddler and Preschool programs is given out only to authorized individuals. Personal information concerning children will not be released to any person except under the following conditions:

- A court order is presented for the release of information.
- The legal parent or guardian requests the information.
- A person designated by the parent/guardian requests, in writing, information on the child.
- An officer or employee of a public, private or parochial school where the child attends, has attended or will attend requests the information.
- An officer or employee of the Federal Government, State of California, County or City requests the information in the course of their duties.
- An officer or employee of a public or private guidance or welfare agency where the pupil is a client requests the information.

CHILD FILES

Contents of your child's file are available for viewing upon request. Parents may review files during regular business hours in the presence of program staff. Copies may be requested, however originals remain property of YCOE.

The parent may choose to sign a release allowing staff to disclose specifically identified information to other providers/agencies if:

- The release specifies the type of information that will be given and the form (video or audio tape, written report, oral report or electronic medium)
- The parent is given an opportunity to limit the information provided under the release, and to limit the agencies, providers or persons with whom information may be shared.
- The release lists the specific agencies, providers or individuals to whom information may be given.

YCOE will not release information for a child's record or file without the parent signing the Consent for Request of Confidential Information form. Parents have the right not to sign the release. The consent is good for a one-year time period from the date signed and shall be revocable at any time.

VOLUNTEERING/OPEN DOOR POLICY

YCOE has an open door policy that encourages parents to participate in the daily activities whenever possible.

Five Major Advantages to Volunteering:

1. It gives families a better understanding of appropriate child activities.
2. It shows the child that parents/guardians are interested in the child's success in school.
3. It gives the staff an opportunity to know and learn from the family.
4. It allows the family to actively participate with the child during special activities.
5. It allows families to gain experience in various positions that may lead to future
employment.

NOTE: A TB test is required of ALL volunteers working in the classroom. A volunteer packet will be provided upon enrollment.

Activities for Volunteers

Instructional - Classroom volunteers are encouraged to:
- Support children through positive encouragement
- Listen to children’s conversations and story telling
- Play language learning activities like finger plays, songs, rhymes, etc
- Read and tell stories to the children
- Initiate or facilitate play acting with the children
- Talk with children about pictures and objects, assisting them to name and say things correctly
- Help children say and learn new words at home and in their environment
- Play indoor and outdoor games
- Help children learn appropriate social skills and manners
- Provide information on cultural awareness including food, clothing, and customs
- Keep children safe at school and at school related activities through observation

Preparing Food
- Get snacks ready and help with serving
- Help to set the table
- Encourage sensible food choices while respecting a child’s choice
  - Properly store food
  - Practice food safety and sanitation

Preparing Instructional Material
- Get art materials ready for use
- Cut out classroom materials
- Help to make and develop games and stories
  - Mix paste, paint & play dough
- Take pictures for classroom use
- Record cultural stories/songs
- Help arrange the classroom environment

Housekeeping and Other Center Jobs
- Help clean up and assist with household chores
- Pass out materials
- Help arrange the room and bulletin boards
Help to keep the center clean & in good repair

**Parent Projects – Plan and/or Participate in:**
- Help with parent/guardian workshops on child, family and community related topics
- Co-plan with the teacher regarding home visits
- Attend meetings and special family activities
- Help with telephoning parents/guardians to inform them about meetings and special activities
- Provide childcare for others while they attend a YCOE Child Development Program activity.
- Help plan social activities (i.e. dinners, picnics, etc.)
- Assist in the Yolo County Office of Education or at varied sites
- Assist in recruiting families for YCOE Child Development Programs

**PARENT ADVISORY**

There are a variety of ways parents/guardians can participate in influencing the policies and daily operations of the Yolo County Office of Education Child Development programs. The sense of community within the Child Development Programs occurs on many levels, including representation and attendance on the following:

**Parent Committees:** All parents/guardians of enrolled children are automatically members of a Parent Committee. Parent Committee meetings are to be held monthly at each center. The meetings are conducted exclusively FOR PARENTS BY PARENTS. The function of the parent committee is to act as an advisory to the staff regarding projects/activities of interest to families, to participate in discussions at the center level and to influence the operation of the Program within the Policy Council (Policy Council also acts as the Parent Advisory Committee) through representation.

In September, centers and home base options will elect a representative and alternate to the Policy Council (PC). Each voting member will have one vote.

The Center Representative will report center recommendations to the Policy Council and will report PC decisions back to the Parent Committee.

**Policy Council/Parent Advisory Council:** Our programs are required to have parent representation on a large committee. The Policy Council is the large committee in part responsible for the communication between the YCOE Child Development Programs and the parent constituents. The Policy Council (operating also as a Parent Advisory Committee with representation from our State funded programs) consists of representation from our varied programs. The Head Start Performance Standards and the California Department of Education Child Development Division set the Policy Council requirements. The Policy Council is inclusive of three types of members: parents (or guardians) of children currently enrolled in the Early Head Start/Head Start program (Parent Representatives), parents (or guardians) of children currently enrolled in the child development preschool programs (Parent Representatives), and interested
community members (Community Representatives). Standing agendas will be inclusive of all programs so that an update will be shared with all equal parties.

Parent Representatives are elected through Parent Committees formed at the classroom level or by direct vote by parents of children receiving home based services. Each Parent Representative has an alternate who attends Policy Council if the Representative is absent from a Policy Council meeting, and will become the Parent Representative if the position for which s/he is an alternate becomes vacant. Community Representatives are individuals from the local area who have indicated to the program that they have an interest in the needs of children and families. Community Representatives are voted to the Policy Council by the parent representatives. Community Representatives do not have alternates. At least 51% of the membership of every Policy Council must be made up of parents or guardians of children currently enrolled in the program.

Policy Council meetings are public meetings. They run according to guidelines described in *Robert’s Rules of Order* and a law known as the “Ralph M. Brown Act”.

“Ralph M. Brown Act”
The “Brown Act” is a California State Law enacted to insure those public commissions, boards and councils and other public agencies in the State of California exist to aid in the conduct of the people’s business. It was created to assure public groups conduct their business meetings in the best interest of their program participants. All group actions must be open to the public.
The Policy Council is a “governing body” within the Yolo County Office of Education Program because it was “created by state or federal law”. As a public agency, these Programs must run according to the Brown Act.

**INKIND DONATIONS**

The Federal government requires 25% of Head Start funding to be obtained through collaboration with parents and community members. Volunteering services are defined as “in-kind donations” of time and services. In-kind is essential for the success of our program. For questions on In-kind donations, contact your Center or Home Base Teacher or the Family Support Services Manager. Though All In-kind donations must be reported. Forms are available in each classroom. If you need help filling out the form, the staff will assist you. All In-kind sheets must be signed and turned in to the Center at the end of each month. In-kind sheets must be completed by parents in the Head Start/Early Head Start programs. We encourage collaboration with parents in all of our programs. Please remember
that we invite parents to participate in the daily activities of the program and promote an open door policy.

**INKIND DONATION OF SERVICE**

1. **Conducting Learning Activities**
   - Instructional activities
   - Assisting children
   - Preparing & serving classroom food
   - Time spent in class with children
   - Special activities

2. **Prepared Materials**
   - Preparing materials for the teacher (making play dough, cutting & pasting, sewing, etc.) outside of the classroom

3. **Family Activities**
   - Time at medical/dental appointments to meet program requirements.
   - Home Visits: Count time spent at home visit

4. **Parent Committee Meetings/Workshops**
   - Telephoning for meetings
   - Attending parent/guardian meetings (Policy Council, Health Advisory meetings, Community Action Council meetings, approved parent workshops.)

5. **Workshop Trainer**
   - Preparing & conducting a workshop or class for parents/guardians

6. **Custodial/Maintenance**
   - Housekeeping at center
   - Repairs to site facilities

7. **Office Assistant**
   - Labeling, computer work, filing, etc.

8. **Time Spent Translating and Transcribing Program Information**

9. **Child Care**
   - Actual hours of child care so another parent/guardian can participate in a Head Start/Early Head Start activity.

**DONATION OF GOODS**

In-kind donation of materials valued at fair market

**DONATION OF SPACE**

Utilization of home for Head Start/Early Head Start activities
PARENT COMMUNICATION POLICIES AND PROCEDURES

*If you have a concern about your child's development*, we encourage you to discuss it with your child's teacher. It is important that you discuss with your child's teacher any concerns that you may have involving behavior, activities, health or emotional well-being. The more information you share about your child will help develop his/her learning skills.

It is our policy to work closely with you and your child to create a positive learning experience. We encourage you to share comments and concerns with Head Start staff. Your concerns will always be addressed. We respect your rights as parents and we ask that you respect us as child development program providers.

*If you are dissatisfied with part of the program*, please first discuss this with your child’s teacher or the individual with whom you have a concern. If you feel dissatisfied after that, you may file a formal written complaint and it will be answered in writing by the Program Director. Program administrators will not tolerate blatant disrespect towards any staff member or enrolled family.

Families enrolled in State Preschool programs may also file a grievance utilizing the instructions on page two of the Notice of Action.

The following Communication Form may be used for written communication between families and program staff.
COMMUNICATION FORM

Name ___________________________ Center ___________________________
Address ___________________________________________________________
Telephone Number (Home) ________________ (Work) ______________________

Please describe the concern (date, place, who, etc):
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

Please state the action that you think would resolve this:
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

Signature ________________________________  Date ____________

Response (to be completed by YCOE Child Development Programs Staff)
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

Staff Signature: ___________________________  Date: _______
Program Director: ___________________________