



**Child Care
Resource Center™**

Quality · Support · Development · Education

Program Information Handbook

2024 - 2025



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Welcome to the CCRC Early Care and Learning Program



Welcome to the Child Care Resource Center (CCRC) Early Care and Learning Program. We are very pleased you have chosen to enroll your child in one of our all-inclusive high quality early education programs. We want your experience to be a positive one and realize this is an important adjustment for you and your child and you may have many questions. It is our hope that the information contained in this Program Information Handbook will be helpful to you and you refer to it as needed. Please let us know whenever we can help you with any information you may need or otherwise be of help!

Your input is valued and necessary to the program's success. We look forward to having your family, your child and you in our program and working together in sharing your child's growth and development.

Sincerely,

A handwritten signature in black ink that reads "Beatriz Zamorano-Pedregon". The signature is fluid and cursive.

Beatriz (Betty) Zamorano-Pedregon
Early Care & Learning Program Director



About CCRC

The Child Care Resource Center (CCRC) has been serving children, families, and child care providers since 1976. CCRC manages programs to assist with issues such as finding and selecting child care and child care financial assistance to families. Children and families benefit from these programs, allowing parents to go to work and attend school, contribute to the economy and strengthen their families and the community.

Vision Statement

Healthy and strong children and families living in thriving communities.

Mission Statement

CCRC cultivates child, family, and community well-being.

Values

- We strive for excellence in all that we do.
- We create new and innovative ways to serve our community.
- We live our values through collaboration.
- We treat everyone with respect.
- We are dedicated to every client's success.
- We act with integrity in our daily actions

Programs we offer

- Early Head Start 0-3 (Center Base)
- Early Head Start 0-3 & Pregnant Women (Home Base)
- General Child Development Program 0-3 (CCTR)
- Early Head Start Child Care Partnership 0-4
- Head Start Preschool 3-5 (Center Base)
- California State Preschool Program 3-5
- Head Start Family Child Care Home 3-5

Visit our website at www.ccrcca.org/headstart or scan the QR code to learn more and find resources.



Early Care and Learning Program Center Locations

For locations visit our link or scan the QR code:

www.ccrcca.org/headstart/locations/list-of-head-start-locations/



Early Care and Learning Child Care Partnership & Family Child Care Options Providers

To view our list of Partnerships and Family Child Care Providers visit our link or scan the QR code:

www.ccrcca.org/headstart/locations/list-of-contracted-providers-for-hs-ccp-option/



Family Child Care Network (FCCHEN)

Please contact your Case Worker for the updated FCCHEN list.

Introduction

Welcome to the Child Care Resource Center (CCRC). CCRC is committed to promoting optimal child development and family well-being through access to quality child care. As an organization, we are committed to providing access to quality child care for families in the San Fernando, Santa Clarita, Antelope Valleys, and all of San Bernardino County. Working together, we will improve the lives of children and families in Los Angeles and San Bernardino County.

Child Care Resource Center (CCRC) began as a volunteer organization in 1975. After it was incorporated in 1976, it began to offer Resource and Referral (R&R) services. When the California Department of Education (CDE) awarded CCRC a grant in 1976, the agency began to provide subsidies to low-income parents to help with child care costs.





Code of Conduct

Courteous and respectful behavior between and among all program participants is essential for CCRC Early Care & Learning to achieve the program's mission and to provide a safe and positive environment for the children, families and staff. Employees, parents/guardians, volunteers, participants, and anyone else involved with the program are expected to follow the Code of Conduct outlined below.

Standards of Conduct: All staff, volunteers, and participants involved with the program will:

- A. Respect and promote the unique identity of each child and family and refrain from discrimination on the basis of gender, race, ethnicity, culture, religion, or disability.
- B. Follow program confidentiality policies concerning information about children, families, and other staff members.
- C. Leave no child alone or unsupervised while under their care.
- D. Use positive methods of child guidance and not engage in corporal punishment, emotional or physical abuse, humiliation; not employ methods of discipline that involve isolation, the use of food as punishment or reward, to the denial of basic needs.
- E. Conducts themselves personally and professionally in a manner that reflects positively upon the program's reputation and upon the children and families the program serves.
- F. Not solicit or accept personal gratuities, favors, or anything of monetary value from contractors or potential contractors if they are involved in the award and administration of contracts or other financial awards.

CCRC Early Care & Learning Program will not tolerate behavior by employees, parents, volunteers, other participants or anyone else involved with the program that violates the Code of Conduct. Should an Early Care & Learning Program staff witness a violation, they will speak directly with the person in private, when possible, practical, and if safety is not an issue. If the safety of children or staff is threatened, staff will call the police. Program responses to the violation will be made by the Early Care & Learning Program Director.

Examples of violations of the Code of Conduct include but are not limited to the following:

- Threats to children, parents, or staff.
- Physical or verbal punishment of a child.
- Swearing or cursing.
- Smoking
- Quarrelling, verbal fighting, loud shouting, and displays of anger.
- Bringing drugs, alcohol or weapons to program centers or events.
- Physical violence.
- Inappropriate or excessive displays of physical affection between adults.
- Inappropriate dress, including, for example, a low-cut top, bare midriff or clothes with words or pictures inappropriate for young children.
- Inappropriate language or sexual advances.

If a parent violates the Code of Conduct, CCRC Early Care & Learning Program reserves the right to:

- Restrict access to program children, classrooms and activities.
- Terminate the child's enrollment.
- Remove the child's name from the Waiting List.
- Contact the Division of Child and Family Services (DCFS).
- Contact the police.
- Take civil or criminal action.

School Calendar

School year will vary by program option. Please see below for specific months of operation for your program:

- Child Care Partnership (CCP): July through June
- Family Child Care Home education Network (FCCHEN): July through June
- Early Care & Learning Home Base: July through June
- Home Base Combo: August through June
- Full Day Center Based: August through June
- Full Day Infants/Toddler Center Based: August through May
- General Child Care and Development: Infant/Toddler Care (CCTR): Year Round
- Head Start/California State Preschool Program (CSPP) Combo: August through June

Program Holidays & Student Free Days

CCRC Early Care & Learning Program will be closed on the following holidays:

- Veterans Day
- Thanksgiving Day and the day after Thanksgiving
- Winter Break
- Martin Luther King's Birthday
- President's Day
- Memorial Day
- Spring Break (1 week).
- 4th Of July
- Labor Day

There will also be several free class days where children will not attend school. A list of the days will be given to you at your center.



Education Services

Educational Philosophy

CCRC's Early Care & Learning educational program is designed to meet each child's needs by individualizing based on each child's interest and encourages children to learn from hands on activities.

Educational curriculum activities encourage children to progress in communication skills, intellectual development, social and emotional development, physical development, creative expression, and self-esteem.

Children will have daily opportunities to interact with each other and with adults within the program. The adults' role, which includes parents and staff, is to support and guide young children through their learning adventures and experiences.

Concepts and skills are introduced in concrete experiences, which are developmentally appropriate. The program is designed to meet children's physical development and health, approaches to learning, language and literacy, cognition and general knowledge and social emotional development, which are aligned with school readiness goals. While the specific program option and classroom vary, all center-based children participate in indoor and outdoor experiences and are introduced to art, science, music, dramatic role-playing, sensory exploration, books, and group projects.

Children are encouraged to express their feelings and to develop self-confidence and the ability to get along well with others. Formal assessments, regular observations and recordings of children's behavior are key to curriculum planning. Therefore, teachers meet with parents and other Early Care & Learning Program staff to evaluate assessments and plan goals for each child. Staff work with parents through conferences, home visits and daily communication to discuss the child's progress and what parents can do at home to help their child achieve these goals. Parents are encouraged to participate in the educational program by volunteering in the classroom and assisting staff during planning sessions.



Early Care and Learning Home-Based Program

The home-based program is designed to assist parents build on their parenting skills and confidence and use their home as a learning environment for their children. The Home-Based program is also available to pregnant individuals and assists them with accessing prenatal education and supports them with prenatal health. Other family members are welcome to be a part of the home visit. The program's goals are to enhance the development of young children, and to promote healthy family well-being.

Curriculum used in the Home-Based Program

The Early Care & Learning Home Based Program uses the Parents as Teachers (PAT) curriculum to complete home visits. It is used by the Home-Based Educators in culturally sensitive ways to deliver services that emphasize parent-child interactions, development-centered parenting, and family well-being. The Parents as Teachers goals are to increase parent knowledge of early childhood development and improve parenting practices, provide early detection of developmental delays and health issues, prevent child abuse and neglect, and increase children's school readiness and school success.

Home Visits in the Home-Based Program

The program includes a weekly hour and a half home visit. During the first home visit the family and the Home-Based Educator decide on a regular day and time for the home visits to occur that best fits the family's needs. Please refer to Elements of a Home Visit handout.

Socializations in the Home-Based Program

Early Care & Learning Home Based Program offers 1-2 group socializations per month to create opportunities for the family and their child to interact with other parents and children. Socializations allow families to share experiences, interests, and activities with other parents. Socializations will also help in strengthening the relationship with the parent and child.

What to expect during group socializations: Please refer to Socializations Guidelines handout.





The Child Care Partnership (CCP) Option

CCP partners with Family Child Care providers in San Fernando Valley and Antelope Valley to offer high-quality early learning and comprehensive services. CCP provides full-day, year-round services to qualifying families, serving children ages 0-3 years in a childcare setting and ages 0-5 in Family Child Care Homes providing them with access to comprehensive services, safe, nurturing learning environments, supporting children’s developmental milestone, achieving family goals, meals through the Child and Adult Care Food program, and diapers.

Note: CCP facility hours and site operating calendar will be provided to families during the enrollment process.

Curriculum used in CCP Option

The Creative Curriculum for Family Child Care

Creative Curriculum for Infants, Toddlers, and Two’s

CCP implements the Creative Curriculum, a research-based curriculum that promotes high-quality indoor and outdoor environments responsive to the needs of every child. Providing family-focused activities that are devoted to building connections between a child’s two most important worlds: school and home. CCP providers carefully plan activities that align with children’s interests, ensuring that all children participate in learning experiences that promote:

- Self-regulation
- Establishing and maintaining positive relationships
- Participating cooperatively as group members
- Positive approaches to learning

CCP Coach Support

For Providers	For Families
<p>A CCP coach is assigned to support providers to continuously improve the quality of their services through ongoing onsite coaching sessions and professional development training.</p> <p>Ongoing Support on:</p> <ul style="list-style-type: none"> • Lesson Planning • Child assessments • Observations • Individualized child goals • Child-teacher interactions • Health and safety environments • Community Care Licensing Compliance 	<p>The CCP Coach supports children and families with on-going comprehensive services. This includes promoting caregiver involvement by forming partnerships with CCP Staff/Providers to develop educational activities that can be done at home and in the childcare setting. CCP Staff/Providers and caregivers create educational goals for children during scheduled Home Visits and Parent-Teacher conference meetings where they can discuss the child’s progress, assessment outcomes, and needs.</p>



Family Child Care Home Education Network (FCCHEN) Option

The FCCHEN program partners with Family Child Care providers in San Fernando Valley, Antelope Valley, and San Bernardino who are compliant with Community Care Licensing regulations. These providers offer childcare services for children aged 0-13 who receive subsidized child care through CCRC. The program aims to ensure that low-income families can access high-quality child care while they work, attend school, or undergo training. Children engage in age-appropriate activities and benefit from nurturing interactions with staff. FCCHEN providers work closely with parents to create a supportive relationship that benefits the child's development.

Qualifications for families interested in participating in the FCCHEN program

- Meet the Income Eligibility Requirements through the CCRC Child Care Financial Assistance (CCFA) team.
- Choose a provider within the Family Child Care Education Network
- Maintain eligibility according to California Department of Social Services guidelines

The FCCHEN program offers

- Support from a Professional Development Coach for FCCHEN Child Care facilities.
- Assistance with planning individualized learning activities to meet the child's developmental needs.
- Opportunities for professional development and growth
- Child assessments based on observations and parent conferences to ensure individual milestones are met.
- Ongoing environmental assessments using the FCCERS tool





Home-Based Combo Option

Home-Based Combo will include in-person visits with individual families, as well as in-person classroom time for children twice a month. The teachers you work with during the Home-based Combo will be the same ones you work with in the classroom. This program consists of the following components:

- Assist in planning and achieving family goals.
- Help families access ongoing health care for the entire family
- Promotes safe behaviors at home and in the community
- Work together to create activities for you to do with your child.
- Provide you with community resource information.
- Offer informative workshops and socialization groups.

Curriculums used in our Home-Based Combo Option

Home Based Combo Option uses the Parents as Teachers (PAT) curriculum during home visits and Creative Curriculum while in the classroom.

PAT

During home visits, the Home Based Educators use the PAT Foundational curriculum in culturally sensitive ways to deliver services that emphasize parent-child interactions, development-centered parenting and family well-being. The Parents as Teachers goals are to increase parent knowledge of early childhood development and improve parenting practices, provide early detection of developmental delays and health issues, prevent child abuse and neglect, and increase children's school readiness and school success.

Creative Curriculum

Creative Curriculum is an environmentally based curriculum that encourages children to learn from hands on activities. Creative Curriculum offers studies which are presented through hands-on, project-based investigations.

The Creative Curriculum for Infants/Toddlers: Infant-Toddler Curriculum for Ages 0-2 - The Creative Curriculum (teachingstrategies.com)



The Creative Curriculum for Preschool: Preschool Curriculum for Ages 3-5 - The Creative Curriculum (teachingstrategies.com)



As a supplementary resource to Creative Curriculum, CCRC also utilizes Second Step. Second Step is a program designed to promote social and emotional learning. secondstep.org.



Home Visits

The program includes one home visit a week for a minimum of 90 minutes by a trained Home-Based Educator. During the first home visit you and the Home-Based Educator will decide on a regular day and time for the home visits to occur that best fits your family's needs. The following will take place during the visits:

- Talking about what happened during the week.
- Reviewing plans for the week's activity.
- Carrying out an activity, the focus being your child's development.
- Discussing how things went.
- Sharing information about the program or community activities.
- Making plans for the next home visit.
- Reflect and discuss interactions and development in the classroom.
- Staff will complete two parent conference during home visits.

In Person Classroom Session

- Children will attend in person classroom sessions twice a month.
- Home base Combo option offers 3.5 hours twice a month, which consists of instructional time & activities, mealtime (Breakfast & Lunch for AM sessions and Lunch & Snack for PM sessions), and outdoor time.

Please Reference to Center Base Option beginning on page 20 for information on:

- Routines
- Lesson Plan
- Discipline policy
- Toileting
- Diapering
- Celebrations



Center Based Option

CCRC Early Education Center Based (EECB) has various centers throughout the San Fernando and Antelope Valleys which offers, Full Day Care for children 0-5 years of age. Program options consist of the following:

Head Start/CSPP Programs

- Hours offered: 8 or 10 hours
- Instructional Time,
- Meal Time (breakfast, lunch, snack),
- Rest Period, and Outdoor Time.

Early Head Start/CCTR Programs

- Hours offered: 9 or 10.5 hours
- indoor/outdoor developmentally appropriate experiences
- Mealtimes for toddlers include breakfast/lunch and snack and feeding times for infants are as needed.

We have highly qualified Teachers, Family Advocates, and Center Directors who work closely with families at each center. We strive to create a warm and welcoming environment at each of our centers so that families feel confident in leaving their children in our care. Our classroom environments are also warm and welcoming as well as inclusive to meet each child's individual needs.

Curriculum used in Center Based Option

Creative Curriculum is an environmentally based curriculum that encourages children to learn from hands on activities. Creative Curriculum offers studies which are presented through hands-on, project-based investigations.

The Creative Curriculum for Infants/Toddlers: Infant-Toddler Curriculum for Ages 0-2 - The Creative Curriculum (teachingstrategies.com)



The Creative Curriculum for Preschool: Preschool Curriculum for Ages 3-5 - The Creative Curriculum (teachingstrategies.com)



As a supplementary resource to Creative Curriculum, CCRC also utilizes Second Step. Second Step is a program designed to promote social and emotional learning. secondstep.org.



Outdoor and Indoor Learning Environments

We utilize our outdoor and indoor environment as a third teacher. The learning environments, indoors and outdoors, play a key role in our teaching approach. Children thrive in environments that are suited to their interests and developmental stages.

Our Outdoor environment promotes a variety of skills for the children:
Fosters learning through self-initiation, and personal responsibility.

- Achieves social/emotional mastery and builds communication skills through projects and group activities.
- Creates a successful learning environment for the active learner.
- Promotes positive health outcomes by establishing a pattern of ongoing, vigorous, and extended physical activities.
- Fosters a sense of “wonder” and has the opportunities for the “what if?”



We believe that Children are active learners. They use their whole bodies to explore, experiment, and solve problems.

We believe that Children need to experience challenging equipment and activities that will promote feelings of success, safety, and fun.

We believe that a child's development is optimized when they spend a significant amount of time participating in child-initiated activities that are teacher-supported.



Routines

The Daily Routine:

The daily routine helps your child feel secure and gain independence. Children are encouraged to move from one activity to another easily and confidently.

A typical day for Infants and Toddlers may consist of:

- Hellos and good-byes, diapering and toileting.
- Family style meals as they enter their older toddler years
- Sleeping and rest time
- Clean up.
- Story/music time
- Outdoor activities
- Oral hygiene
- Weekly nature walks in the community
- Child/staff-initiated activities and experiences
- Group time (small and large groups)
- Family style meals
- Rest period

Clothing

Your child will be active during classroom activities and should dress in comfortable and washable clothing. Bringing your child with safe shoes such as close toed shoes will make play time safe and ensure they are ready to explore and play. Although we do allow bare feet at times, we insist on safe shoes for specific activities, such as bike riding.

Being barefoot in the infancy and toddler years is a practice we encourage as we know it supports brain and large muscle development. For infants and toddlers that are learning to move their body, which can include crawling and walking, wearing shoes can affect the muscles used and cause the learning of these new skills to be more challenging and frustrating. Therefore, we encourage bare feet in our infant and toddler classrooms.

Sometimes during activities, children will use all their senses to explore, and we want to value their experiences by providing a relaxed homelike feeling. Every family has the option of leaving closed toe shoes at the Center, if the family cannot acquire closed toe shoes, the Family Advocate will assist in obtaining a pair. Children will not be turned away if they are not wearing closed toe shoes, but for safety reasons, the teaching team may limit activities for the day.

Make sure to dress your child appropriately for the weather by dressing them in layers so they can take off layers when it gets warm or add layers if it gets cold. Jackets and sweaters should be labeled with your child's name. Parents will be asked to bring an extra change of clothing in case their child has a spill or accident.

Lesson Plans

Infants and Toddlers

Parents are invited to participate in the weekly lesson plan development with teachers. Planning for infants and toddlers does not necessarily involve “lessons” but rather opportunities for experiences that as individuals they can make the most out of. When teachers organize materials for the room, they consider children’s individual differences along with their knowledge of child development. Planning is based on observations of the children using their interests and skills, as well as parent input that will be received weekly. Parent input is utilized to ensure activities are enjoyable. Lesson plans are posted weekly in each classroom on the parent bulletin board for parents to review.

Plan of Possibilities Group Planning Form for Infants and Toddlers				
Teacher: Maia, Paula, Paige				
Classroom: 101				
Week of: 9/23-29/22				
DOT: "How do I explore and participate in gross motor experiences?"				
Changes to the environment: Adding tape on floor for children to jump and do different physical movements.				
Changes to routines or Schedules: Clear schedule to support and accommodate children's needs.				
Family Involvement: Families will participate with gross motor activities outside school and will continue participating during the first dinner change during drop-off.				
Strategic opportunities I plan to offer this week				
Monday	Tuesday	Wednesday	Thursday	Friday
2-2.5 Throwing P-13 Dancing Dy-pumping, children demonstrate trawling skills and develop gross motor skills. Book Hairy Highlights jump and roll	Follow the leader P-14 Following help children to draw their abilities and develop gross motor	Follow the leader P-14 Following help children to draw their abilities and develop gross motor	Balance Act P-13 Balancing, challenging children and help to move in different ways as they develop their skills.	Run and Walk together P-10 Practicing balance is essential as children grow and develop their bodies.

- Sample Infant/toddler Plan of Possibilities

Preschool

Parents are invited to participate in the weekly lesson plan development with teachers. All lesson plans are posted in each classroom on the parent bulletin board for parent review and input. Daily routines are posted in each classroom for parent review.

- Sample Preschool Lesson Plans

CCRC Activities & Routines (Sample)				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>8:00-8:30 AM Morning Meeting - Greeting - Calendar - Weather - Song</p> <p>8:30-9:00 AM Circle Time - Story - Song - Rhyme</p> <p>9:00-9:30 AM Free Play - Blocks - Clay - Sand</p> <p>9:30-10:00 AM Small Group - Reading - Art</p> <p>10:00-10:30 AM Outdoor Time - Gross Motor - Sensory</p> <p>10:30-11:00 AM Quiet Time - Reading - Art</p> <p>11:00-11:30 AM Lunch - Social Skills</p> <p>11:30-12:00 PM Rest Time - Quiet Time</p> <p>12:00-12:30 PM Afternoon Meeting - Song - Rhyme</p> <p>12:30-1:00 PM Free Play - Blocks - Clay - Sand</p> <p>1:00-1:30 PM Small Group - Reading - Art</p> <p>1:30-2:00 PM Outdoor Time - Gross Motor - Sensory</p> <p>2:00-2:30 PM Quiet Time - Reading - Art</p> <p>2:30-3:00 PM Morning Meeting - Greeting - Calendar - Weather - Song</p> <p>3:00-3:30 PM Circle Time - Story - Song - Rhyme</p> <p>3:30-4:00 PM Free Play - Blocks - Clay - Sand</p> <p>4:00-4:30 PM Small Group - Reading - Art</p> <p>4:30-5:00 PM Outdoor Time - Gross Motor - Sensory</p> <p>5:00-5:30 PM Quiet Time - Reading - Art</p>	<p>8:00-8:30 AM Morning Meeting - Greeting - Calendar - Weather - Song</p> <p>8:30-9:00 AM Circle Time - Story - Song - Rhyme</p> <p>9:00-9:30 AM Free Play - Blocks - Clay - Sand</p> <p>9:30-10:00 AM Small Group - Reading - Art</p> <p>10:00-10:30 AM Outdoor Time - Gross Motor - Sensory</p> <p>10:30-11:00 AM Quiet Time - Reading - Art</p> <p>11:00-11:30 AM Lunch - Social Skills</p> <p>11:30-12:00 PM Rest Time - Quiet Time</p> <p>12:00-12:30 PM Afternoon Meeting - Song - Rhyme</p> <p>12:30-1:00 PM Free Play - Blocks - Clay - Sand</p> <p>1:00-1:30 PM Small Group - Reading - Art</p> <p>1:30-2:00 PM Outdoor Time - Gross Motor - Sensory</p> <p>2:00-2:30 PM Quiet Time - Reading - Art</p> <p>2:30-3:00 PM Morning Meeting - Greeting - Calendar - Weather - Song</p> <p>3:00-3:30 PM Circle Time - Story - Song - Rhyme</p> <p>3:30-4:00 PM Free Play - Blocks - Clay - Sand</p> <p>4:00-4:30 PM Small Group - Reading - Art</p> <p>4:30-5:00 PM Outdoor Time - Gross Motor - Sensory</p> <p>5:00-5:30 PM Quiet Time - 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Reading - Art</p>

Home Visits and Parent-Teacher Conferences

Center staff will schedule two home visits with parents and two parent conferences. The first home visit will take place in the fall and the second home visit will occur in the spring. Staff will work with parents to schedule visits at a time that accommodates parent schedules. The meetings help staff and parents talk together about the child’s progress, assessments and needs. They work together to develop educational activities that can be carried out at home as well as in the classroom.

Discipline Policy

Discipline is a process of guiding children to learn appropriate behaviors and boundaries. The staff supports each child to learn appropriate behavior, use materials safely and to keep children safe. This is accomplished by providing reasonable, age appropriate and consistent expectations. We recognize that parents are the first educators for their children; therefore, we welcome parent’s ideas in helping their child through this learning process.

CCRC uses the following positive discipline techniques:

Redirecting a child from an area where they are having difficulty to another area of the classroom or play yard.
Helping children discuss and resolve problems.

- Keeping a child next to an adult helps the child gain self-control.
- Provide children with a safe area in the classroom to allow the child space.
- Partnering with parents to develop a plan of action as needed.

CCRC does not use the following techniques:

- Physical punishment of any kind.
- Withhold food or reward with food.
- Name calling, derogatory comments, threats, or any other kind of verbal abuse.
- Removing a child from the classroom or center or modifying their schedule because of behavior challenges.

Toileting

Toilet learning is a developmental milestone and cannot be rushed. As we focus on diapering and toileting in the program, we find that this can be a stressful change for children. They are exploring their growing sense of independence with a sensitive balance on how this search for independence is accepted by others. With encouragement and through daily routines, we can help identify your child's cues of readiness. We support and encourage your child's independence to feel proud about using the toilet.

Diapering

The program supplies disposable diapers and wipes for enrolled children. Please bring your child in a clean, dry diaper, or change them in class before signing them in for the day. For infant and toddler centers, teaching teams will communicate with parents daily on their child's diapering and feeding using our main mode of communication, the Learning Genie application. Additionally, for infants and toddlers, parents will change their child upon arrival to the center. At our preschool centers our teachers complete a diaper changing log that is available for parents upon request and work in collaboration with parents on a toilet learning plan. Staff will send your child home with a clean, dry diaper. During diapering, we adhere to State licensing and Federal policies and procedures in maintaining good health and safety practices. In addition, training pants are provided when your child is developing toilet learning skills.

Personal Possessions

Each child will have a cubby in which to store their extra clothes, artwork and personal possessions. We ask that all personal toys, books, be left at home. This eliminates problems that arise concerning ownership. Toys simulating violent, destructive play, such as guns, swords, grenades, or daggers are inappropriate for school. CCRC is not responsible for any loss of clothing, personal articles or toys.

Parking and Safety

For your safety and that of the children, please respect all traffic laws including but not limited to:

- When walking to school use crosswalks.
- Please keep children on the sidewalk.
- Obey traffic signals.
- Enter the school premises with caution, watch for cars.

Refrain from Religious Instruction

CCRC Early Care & Learning Program refrains from religious instruction or worship.

Open Door Policy

CCRC Early Care & Learning centers has an open-door policy, families are welcome any time and we encourage you participate in daily activities whenever possible.



Pick-Up/Drop-Off Procedures

The following are procedures for guardians to follow to ensure the safety and well-being of each child in the program.

1. An adult (a person 18 years or older), must accompany a child to and from classroom and sign-in and out daily.
2. Upon arrival, the adult dropping child must wait until the receiving staff completes a daily health check of the child to ensure he/she is free from illness and/ or injury.
3. If your child will not be in attendance, please contact your assigned center no later than 15 minutes from the start of the school day to report your child's absence, reason for the absence and expected return date.
4. If your child is enrolled in our Home-Based option, we ask that you notify your Home-Based Educator as soon as you are aware you will not be able to meet.
5. Failure to notify your center of your child's absence will result in a home visit.

Absences

Regular attendance is important. Through consistent attendance, children and families can make maximum use of Head Start services; children learn the importance and value of being in school and develop responsibility early. Children are expected to maintain a minimum of 85% or higher average monthly attendance.

- Children whose attendance is below 85% will have an action plan developed to support the family in resolving problems preventing regular attendance. Failure to maintain 85% or more average monthly attendance may result in a drop.
- Frequent incidents of not notifying your centers of child's absence may result in a drop from the program.

Late Pick-Up Policy and Procedure

Children are to be picked up within school operating hours. Children will be released only to persons 18 years or older who are listed on the emergency card and will be asked to provide picture identification.

Three (3) or more occurrences of late pick up may result in a meeting with center staff.

The following procedures are to be followed:

1. For unforeseen circumstances, the guardian will call staff to inform them that they will be late and should indicate an anticipated arrival time at the classroom. If the school is not contacted and authorized persons are not available to pick up child, the school will have to contact the local Police Department.
2. Guardian will notify staff of any changes in authorization for pick-up, emergency contact numbers, and personal information (phone numbers, address, etc...)

Family Leave of Absence (LOA)

If your child(ren) are unable to attend the program for an extended period (1 week or more) because of an unforeseen emergency, guardian may request a leave of absence (LOA) for up to 30 calendar days. The request can be completed with your Family Advocate, Home Based Educator or Coach.

A leave will not be granted for a vacation. Your child must return at the end of the leave period. If your child does not return, he or she may lose their placement in the program.

If you are participating in a CSPP or CCTR program, you are not eligible for an LOA. Please contact your center directly to discuss alternative options.

Release of a Child

Because our primary concern is for the well-being of the children, should any adult arrive at the center appearing to be intoxicated, under the influence of drugs, or posing a threat to the child, the center staff will make all reasonable efforts to avoid releasing the child to that person. If, in the opinion of the senior staff member present, an individual who arrives to transport a child is in an intoxicated, drugged or belligerent, the staff member will:

- Notify any parent or authorized adult of the situation.
- Ask the individual to make other arrangements for transporting the child.
- Offer to call another relative, friend or taxi to drive the individual and the child home.
- If the individual is belligerent and will not leave or insists on driving the child home, center staff will notify the police.
- If any individual frequently arrives in an intoxicated or drugged state, the center will alert other appropriate governmental authorities involved with the care and protection of children.

No one will be permitted to take a child off the premises without prior authorization or written consent from the parent. Staff will ask for a picture ID from unfamiliar adults. Any person authorized to pick up child must be at least 18 years of age.

A court order is necessary to deny a parent access to their child. Please keep the office informed of any changes in custody status you would like your child's center to be aware of. A copy of the restraining order must be kept on file in our Center Office. Police will be notified with any attempt to take child from center by restrained person.

Celebrations

CCRC is a multicultural community of people from diverse backgrounds. Our activities and everyday interactions are enriched by our acceptance of one another, and to learn from each other in an atmosphere of positive engagement and mutual respect. Sharing family traditions and holidays is an important part of our curriculum. Celebrations and holidays are shared with the children as special events and as part of our ongoing program. Families are encouraged to share their traditions with program staff to ensure all families are represented and acknowledged.

Children's birthdays may be celebrated in the learning environment; however, outside food is not permitted, as outlined in our programs nutrition policy.

If you would like to volunteer and do a special activity around your family's tradition, please talk with your teacher or Center Director.



Health and Nutrition Services

Health and Early Childhood Development

Child Care Resource Center Early Care and Learning provides every child with a comprehensive health care program to ensure that medical, dental, nutritional, developmental, and mental health needs are met. Head Start emphasizes the importance of obtaining and maintain optimum health which includes assisting in the establishment and collaboration with a medical and dental home, promotion of regular health check-ups, and they early identification, intervention and follow up of health concerns. Health education is incorporated into all program options, parent committee and at staff training.

Program staff will ask health questions at enrollment and during the program term to determine that children are current on their age-appropriate physical, dental, immunizations, and blood tests. We ask for your support in this process to maintain your child's health and safety while in the program.

Health Requirements

California Child Care Licensing requires that all children enrolled in Head Start have a physical examination from a licensed physician. At the time of enrollment, a physical examination is required that is dated closest to the current age of the child in accordance with the well child schedule. Children entering Head start must have a current TB Clearance dated within 12 months of entry. For preschool, physical examinations performed within one year prior to the date of school entry are acceptable for enrollment purposes.

Immunizations

California Law requires that all children enrolled in preschool meet the required immunizations prior to entry. If a child does not have all the required immunizations, Early Care & Learning Program will require written verification that the child is in the process of receiving them before they can begin school. It is mandated that children get their boosters before they leave the Early Care & Learning Program and go on to kindergarten.

If your child has been exempted for required immunizations, please ensure your doctor submits the appropriate documentation into CAIR ME website as dictated by the California Department of Public Health.

Dental Hygiene

A current (within the last 12 months) dental exam/screening is required for all children enrolled in the Early Care and Learning program. If treatment is indicated, follow up with the dental home is essential for good oral health. Caregivers are encouraged to continue to take their child for "well baby dental visits" every six months.

Early Care and Learning staff assist families when locating a dentist and advocates for their needs when necessary. Toothbrushes are provided for all children and tooth brushing is incorporated into daily activities. The dental hygienist provides dental education training to teachers, staff and children in individual classrooms. Caregivers are invited to dental workshops and health fairs throughout the year.



Daily Health Check and Non-Admission of Ill Children

Education Staff is required to conduct a visual daily health check when children arrive for their day, while the caregiver is present. If the child is demonstrating signs and symptoms of illness at this time, caregiver will be asked to take the child home and when indicated, a suggestion will be made to take child to their doctor. The daily health check will also be conducted throughout the day while the child is in our care.

If your child is sick, please keep your child at home. We are concerned with the health and well being of your child and the other children in the classroom. For the protection of all children enrolled in the CCRC Early Care & Learning Program and to comply with local law, children with the following communicable disease/illness may be excluded from school as soon as the illness is suspected and may be required to be cleared by the child's doctor to be allowed to return to the classroom:

1. Diarrhea-if the child has accompanying fever.
2. Fever-readmit after fever is cleared for 24 hours.
3. Scabies-readmit after treatment is completed.
4. Impetigo-readmit after treatment is completed.
5. Lice (uku)-readmit after treatment is completed.
6. Conjunctivitis (pink eye)-readmit after treatment is completed.
7. Influenza-if the child has accompanying fever.
8. Chicken Pox-readmit after all blisters have crusted/scabs; usually after 6 days from onset of rash.
9. Measles-readmit 4 days after onset of rash.
10. Whooping Cough-readmit after completion of 5 days of antibiotic treatment.
11. Mumps-readmit 9 days after onset of swelling.
12. Rubella (German measles)-readmit 7 days after onset of rash.
13. Scarlet fever, Strep sore throat and other Streptococcal infection (Beta Hemolytic Group A)-readmit after 24 hours of antibiotic treatment.
14. Active Tuberculosis-until authorized to return by the Department of Health.
15. Hand-Foot-and Mouth Disease-if the child has accompanying fever.
16. Any illness, if in the opinion of the pediatrician or health care provider and the childcare staff can endanger the child's health and/or the health of other children in the facility.
17. Any illness if in the opinion of the childcare center director or manager, the center is not equipped to provide childcare for sick children.



Medication Administration

Whenever possible, arrangements should be made with the family and the child's physician to schedule administration of medication during times when the child is most likely to be under parental supervision. When medication must be administered in the classroom, we must ensure that caregivers, in collaboration with the medical home, provided clear, thorough instructions on how best care for their child. All eligible children are afforded equal opportunity to be included in the program regardless of medication requirements, provided the program can reasonably accommodate them. **A "Consent for Administration of Medication" form must be completed prior to administration of any medication in the center whether prescribed or non-prescribed (over the counter).**

Ouch Reports

Despite all efforts to promote safety and injury prevention, should a child be involved in an accident or receive an injury, it is important to communicate this to caregivers both verbally and in writing. The information provided is essential should there be a need for follow-up with the medical home or to continue monitoring of the injury and its progress at home.

Health/Emergency Information

During enrollment, all parents are asked to complete an emergency information form with parent's day phone, doctor's name, and phone and at least four adults to contact should an emergency occur. Parents are expected to keep the information on this form up to date on a monthly or as needed basis.

In the case of a more serious injury, every attempt will be made to contact the parent or authorized adult to immediately come pick up the child, if needed. If the parent cannot be reached and the child needs immediate medical attention, the paramedics will be called and will transport the child to the nearest emergency medical facility. Parents will be asked to sign an emergency medical form to authorize treatment in an emergency.

Community Health Advisory Committee

Each program must have a Community Health Advisory Committee made up of health professionals and caregivers of Early Care & Learning Program children. The function of the committee is to advise in the planning, operation, and evaluation of the health services program for Early Care & Learning Program children. Caregivers will be encouraged to participate on the Health Advisory Committee to plan health services.

Doula Services

Our program offers prenatal and postpartum doula services for families enrolled in our program. At CCRC Early Care & Learning Program we understand the importance of care during the pregnancy months and the postpartum phase. Therefore, internal doulas on staff will help interested families with the following services:

- In person/phone/virtual consultations on prenatal and postpartum questions and concerns.
- Support with the creation of a plan for labor and delivery that is appropriate for expectant person and family.
- Group workshops on prenatal and postpartum related topics.
- Referrals to in house or community resources as needed.

Nutrition Program

It is important for children's health and development that they eat nutritious foods and develop healthy eating practices.

Menus are planned according to the USDA's Child and Adult Care Food Program guidelines and will include foods familiar to children and the introduction of diverse foods. Meals are prepared in the Early Care & Learning Program's central kitchen which meets all standards of health, safety, and cleanliness. Due to these standards, food served to children must be prepared in a CCRC kitchen or in the classroom with the children under the supervision of CCRC staff. It is not permitted to bring any other food into the center for children to eat. Additionally, any food left over from a meal or snack must be disposed of at the center. No food may be taken home by parents or staff.

Special arrangements will be made if a child is allergic to or intolerant to a certain food or has other special nutritional needs. Requests will not be accepted based on preferences. Special requests need to be submitted in writing by a doctor if it is for medical reasons.

Mealtime is also used as a learning experience. Staff are expected to sit with the children and to model good eating habits and table manners. Staff also stimulates social interaction, promoting language development and social skills. Language and social interactions are centered on the child's interest.

Dietitians are available to talk with parents about any nutritional concerns they may have about their child or their family.

CCRC receives funding from the Child and Adult Care Food Program to provide meals for the Early Care & Learning program. If you feel that your child has been discriminated against regarding the meals, he/she receives, refer to the U.S. Department of Agriculture Non-Discrimination Statement and review the Discrimination Complaint Procedure in this handbook. The information is also available at your center's office, please request it from the Center Director.



General Child Care and Development Programs Information

Appeal Rights (CSPP & CCTR Programs Only)

Families enrolled in the CSPP or CCTR program who are issued a Notice of Action (NOA) have the right to appeal a decision at local and state levels within the appeal due date provided on the NOA. All appeals are conducted in an impartial and objective manner. If you disagree with any action taken by CCRC

Timeline to Appeal

The date to appeal by will be listed on your NOA. The date to appeal starts the day after CCRC gave or mailed you the notice.

- Given: 14 Calendar Days to appeal
- Mailed: 19 Calendar Days if NOA was mailed

Parents may request an appeal hearing in the following manner:

- In writing
- In person
- By telephone
- By e-mail
- By fax

Hearing requests may be conducted in the following manner:

- On-site
- By telephone conference or video conference
- With an authorized representative

Public Relations

At various times during the year television, radio stations, newspapers and other media sources may contact the center to photograph or interview the children. In addition, photographs of the children may be taken for use in CCRC brochures. Parents are asked to sign a photo release form. If you do not wish your child to be included in any such publicity, you may indicate this at enrollment.

Photographs & Video Recording of Center Activities

It is the policy of CCRC Early Care & Learning Program to allow staff and parents to photograph and videotape events that occur as part of the school day. It is understood that these photographs and videotapes will be used to document daily activities and special events for the children and families and will not be replicated or sold for any other purpose.



Parental Choice

Child Care Resource Center (CCRC) provides federal and state childcare subsidies to families throughout Los Angeles County and San Bernardino County. The programs are funded through the California Department of Education and must comply with the regulations that govern these programs. All families and child care providers participate in the programs without regard to sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental/physical disability.

Early Care and Learning Programs

By focusing on the whole family, Early Care & Learning programs focus on giving families the necessary resources to care for their children in healthy and productive ways. CCRC's Early Care & Learning Program staff offer medical, dental, mental health, special needs and nutrition services as well as many opportunities for parents to be involved in their child's growth, development, and education.

Suspected Child Abuse Policy

At our agency, the staff care about your child's and your family's health and well-being. We are dedicated to supporting you by offering guidance, positive discipline techniques, and resources such as child development and stress reduction workshops.

As mandated by the California Child Abuse and Neglect Reporting Act (California Penal Code §§ 11164-11174.3), we are required to report any instances of child abuse or neglect to the Department of Children and Family Services (DCFS). If a report becomes necessary, our staff will support you with guidance and resources and cooperate with DCFS and law enforcement, ensuring your child's safety and your peace of mind.



Annual Notice of Personally Identifiable Information (PII)

Personally identifiable information (PII) is any information that could identify a specific individual, and includes but is not limited to their name, name of a family member, their street address, social security number or any other information that is linked or linkable to them. CCRC Early Care & Learning Program Birth to Five and CSP program respects the privacy of every parent, child and child care partner.

- Confidential information is not discussed in the presence of other parents, children or unauthorized personnel.
- All information is kept in locked files. Access to this information is restricted to authorized personnel only. Release of information from the children's files to a third party requires a written authorization by the child's legal parent/ guardian. Parent may revoke their consent at any time.

NOTE: Parent consent to release information from a child's file is not required for provision of services, court order requests, to address suspected or known child maltreatment, audits, evaluations or studies, emergency situation requiring PII to protect the health or safety of child or person.

- Child's parent/legal guardian have a right to inspect and review their child's records.
- Release of information from the Child Care Partner file requires written authorization by the Child Care Partner.

Adherence to HIPAA Privacy Policy

CCRC Early Care & Learning Program staff will maintain child and family health information confidential. HIPAA guidelines and the Privacy Rule state that CCRC Early Care & Learning Program enforces privacy rules to protect client health data from being misused or shared without proper written "Release of Information" consent from or to the client or service provider. Further the law requires that health information be securely stored and discarded/shredded to reduce unauthorized access.



U.S. Department of Agriculture Non-Discrimination Statement

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

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

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

1. Mail:

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

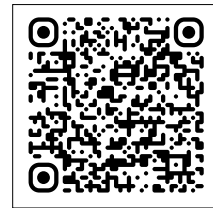
2. Fax:

(833) 256-1665 or (202) 690-7442; or

3. Email:

Program.Intake@usda.gov

This institution is an equal opportunity provider.



Mental Health/Wellness Promotion

We understand the critical role of mental health and well-being in fostering children's social-emotional development. Our Mental Health Consultants (MHC) are available to address any needs that might affect school readiness. The MHCs have a regular schedule posted on the parent board and support staff and families with effective strategies and interventions through 1-1 or team consultations. When needed, MHCs will meet with families to discuss their child's developmental screenings (ASQ-3, ASQ:SE-2) or observations and provide referrals to community services, such as parent support groups.

If you are interested in a CCRC Mental Health Referral, please contact the staff at your center for support!

Disabilities Services

We are committed to meeting the individual needs of children with disabilities and their families. Our program works closely with our enrollments team (ERSEA), regional centers, and school districts to ensure that children with disabilities are recruited and enrolled. This collaboration allows us to meet and maintain the federal requirement of making at least 10% of enrollment opportunities available to children with disabilities.

Our goal to consistently provide inclusive and equitable learning environments for all children is an organizational commitment to diversity, equity, and inclusion (DEI). We do this through our dedication to fostering a sense of community for children and families and by offering referral support to regional centers or school districts when caregivers have developmental concerns. This support includes information on parental rights, the Individuals with Disabilities Education Act (IDEA), workshops, and what to expect from the assessment process.

If you have concerns about your child's development, please contact your child's teacher to discuss your options.



Family Engagement

The Early Care & Learning Program provides each family a Family Advocate, Home Based Educator and CCP Coaches that partners with, supports, and advocates for them and their children. All Staff are available to provide support services including but not limited to:

- Resource and referrals to local services in their communities.
- Navigating specialized services for themselves and their children.

Families are provided with a Needs Assessment that assists program staff in knowing how to best support each family. We do a Family Assessment at the beginning of the year. Our mission is to support the continuous development and growth of each family unit.

The program provides families with an opportunity to identify goals and develop a plan on how that goal will be accomplished. Staff's role in family goals is to support the family to accomplish the steps leading towards their goal and to celebrate a family's accomplishment.

The Early Care & Learning staff is always available to provide parents resources when needed, assisting with accessing resources in the community that may help a family meet its needs. Staff also assists families with transitions into the program as well as out of the program by assisting with enrollment, completion of required paperwork, providing information on programs, support in contacting other programs, and assisting with transitioning to kindergarten or other child care programs with enrollment, completion packets, providing information, support, and assisting with transition to kindergarten or other programs in the community.



Leadership Opportunities in Program Governance

CCRC involves caregivers in the decision making of the program. We provide caregivers with an opportunity to participate in program oversight which develops leadership skills in caregivers who participate. Parent engagement in program governance is a priority to CCRC. We provide caregivers with the following opportunities to engage in program governance:

Policy Council

Caregivers may participate in the Policy Council (PC) which consists of parent representatives, Early Care & Learning Program Managers, CCRC Board Members, and Community Representatives from local organizations. This group meets monthly and provides feedback on policies and services for the Early Care & Learning Program. They work with staff to evaluate the program and make certain it meets all federal requirements as well as the needs of the families. Additionally, 2 parent representatives from this group have the opportunity to join our CCRC Board as Board Members, serving for a 1-year term. When funding permits, Policy Council Parent Representatives are given the opportunity to travel to local and national conferences with Early Care & Learning Program staff. Parent representatives to the PC are elected by the parents at the beginning of each program year during their monthly parent meetings.

No experience is required to participate. A willingness to attend meetings, an interest in their child's education and an interest in learning are the only requirements parents need to be a PC representative. Staff will provide ongoing training and support to ensure parents are effective representatives.

Monthly Parent Committee Meetings

As a caregiver of an enrolled child, you are highly encouraged to attend the monthly parent committee meetings to obtain important information of what is occurring in our program, your community and ensure your voice is heard at the local level. Caregivers are also eligible to hold an officer position on the Parent Committee Meeting in order to:

- Help shape program policy and decision making.
- Be a part of educational meetings and workshops regarding Health and Safety, Nutrition, Mental Health, Family Services and Disabilities.
- Help elect or run for representative of the Policy Council.
- Participate in interview panels alongside Program Managers and Supervisors, contributing feedback to the hiring of new employees.

Parent Education

Staff will work with caregivers to design a parent education program that meets the needs expressed by the parents. Caregivers, staff and community members work together to solve community concerns such as health, housing, education, or employment. Monthly meetings will be held at each center for parent education and to discuss concerns and develop activities. All parents are encouraged to participate.



Male Involvement

Male role models are key in the development of the children and creating a caring family life. Throughout the school year, fathers and male figures will be invited to participate in activities and workshops that will focus on increased involvement in their child's education.

Volunteers

Volunteers provide a wealth of talent and services to Early Care & Learning Program. CCRC encourages and supports the participation of volunteers throughout all of our delivery systems. All volunteers wishing to support at a physical location are required to meet health and safety clearances set by the Department of Social Services and to complete an orientation prior to volunteering. Volunteers are not additions to our staff and are not included in the teacher-child ratios.

TB Test for Volunteers

- All staff and volunteers must have a current negative TB Mantoux test that is not older than a year.
- If the staff person or volunteer has had a positive TB Mantoux test then a negative x-ray is required that is not older than four years old.
- A volunteer cannot participate in the program if they have had a positive TB Mantoux test and have not brought in evidence of a negative x-ray.
- If the volunteer is receiving INH therapy, then documentation of INH therapy dosage and length of treatment must be provided to CCRC Early Care & Learning Program Health Services to participate in the Early Care & Learning Program.

Required Immunizations

- To comply with state regulations, all volunteers must show proof of pertussis and measles vaccinations. A person may be exempt from these vaccinations only if:
 - The person submits a written statement from a licensed physician declaring that because of the personal physical condition or medical circumstance, immunization is not safe.
 - The person submits a written statement from a licensed physician providing that the person has evidence of current immunity to the disease.
- A current flu shot is also requested. Volunteers may choose to decline the flu shot by submitting a declination form.
- Volunteer must also submit a signed copy of the "CCRC Volunteer Health Clearance" Form



Early Care and Learning & CSP Healthy Schools Act Notification About Pesticides and Integrated Pest Management

CCRC Early Care & Learning and CSP program is required by the Healthy Schools Act to provide information to caregivers and guardians about nonexempt pesticides we expect to use annually.

Please be aware that we use an integrated pest management (IPM) approach to managing ants, rodents, and other pests. Our goal is to protect the health of our children, families, and staff, and the environment by reducing pesticide use. Prevention is critical to this approach, and we work hard to keep pests out of our centers, and remove their access to food, water, and shelter.

Additionally, we will post notices at all centers prior to any scheduled services and caregivers, may also request to be notified about individual pesticide applications throughout the school year.

For more information on pesticides and integrated pest management see the Department of Pesticide Regulation's School Integrated Pest Management Website at:

https://www.cdpr.ca.gov/docs/pestmgt/pubs/hsa_factsheet.pdf



<https://apps.cdpr.ca.gov/schoolipm/childcare/main.cfm>





IMPORTANT INFORMATION FOR PARENTS

CAREGIVER BACKGROUND CHECK PROCESS CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

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

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

How the Exemption Request is Reviewed

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

The person who needs the exemption must provide information about:

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

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

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

How to Obtain More Information

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



**FAMILY CHILD CARE HOME
NOTIFICATION OF PARENTS' RIGHTS**

PARENTS' RIGHTS

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

1. Enter and inspect the family child care home without advance notice whenever children are in care.
2. File a complaint against the licensee with the licensing office and review the licensee's public file kept by the licensing office.
3. Review, at the family child care home, reports of licensing visits and substantiated complaints against the licensee made during the last three years.
4. Complain to the licensing office and inspect the family child care home without discrimination or retaliation against you or your child.
5. Be notified and receive, from the licensee, a written notice that lists the name of any person not allowed in the family child care home while children are present. **(NOTE: This notice is only required when the Department has, in writing, excluded someone from the family child care home on or after January 1, 2001).**
6. Request in writing that a parent not be allowed to visit your child or take your child from the family child care home, provided you have shown a certified copy of a court order.
7. Receive from the licensee the name, address and telephone number of the local licensing office.

Licensing Office Name: _____

Licensing Office Address: _____

Licensing Office Telephone #: _____

8. Be informed by the licensee, upon request, of the name and type of association to the family child care home for any adult who has been granted a criminal record exemption, and that the name of the person may also be obtained by contacting the local licensing office.
9. Receive, from the licensee, the Caregiver Background Check Process form.
10. Be informed, by the licensee, that the facility has or does not have liability insurance (or a bond) that covers injury to clients due to the negligence of the licensee or employees of the facility.

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

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

LIC 995A (8/08)

(Detach Here - Give Upper Portion to Parents)

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

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

Name of Family Child Care Home

Signature (Parent/Authorized Representative) _____ Date _____

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

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

LIC 995A (8/08)



PERSONAL RIGHTS

Child Care Centers

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

- (a) Child Care Centers. Each child receiving services from a Child Care Center shall have rights which include, but are not limited to, the following:
- (1) To be accorded dignity in his/her personal relationships with staff and other persons.
 - (2) To be accorded safe, healthful and comfortable accommodations, furnishings and equipment to meet his/her needs.
 - (3) To be free from corporal or unusual punishment, infliction of pain, humiliation, intimidation, ridicule, coercion, threat, mental abuse, or other actions of a punitive nature, including but not limited to: interference with daily living functions, including eating, sleeping, or toileting; or withholding of shelter, clothing, medication or aids to physical functioning.
 - (4) To be informed, and to have his/her authorized representative, if any, informed by the licensee of the provisions of law regarding complaints including, but not limited to, the address and telephone number of the complaint receiving unit of the licensing agency and of information regarding confidentiality.
 - (5) To be free to attend religious services or activities of his/her choice and to have visits from the spiritual advisor of his/her choice. Attendance at religious services, either in or outside the facility, shall be on a completely voluntary basis. In Child Care Centers, decisions concerning attendance at religious services or visits from spiritual advisors shall be made by the parent(s), or guardian(s) of the child.
 - (6) Not to be locked in any room, building, or facility premises by day or night.
 - (7) Not to be placed in any restraining device, except a supportive restraint approved in advance by the licensing agency.

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

NAME

ADDRESS

CITY

ZIP CODE

AREA CODE/TELEPHONE NUMBER

DETACH HERE

TO: PARENT/GUARDIAN/CHILD OR AUTHORIZED REPRESENTATIVE:

PLACE IN CHILD'S FILE

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

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

(PRINT THE NAME OF THE FACILITY)

(PRINT THE ADDRESS OF THE FACILITY)

(PRINT THE NAME OF THE CHILD)

(SIGNATURE OF THE REPRESENTATIVE/PARENT/GUARDIAN)

(TITLE OF THE REPRESENTATIVE/PARENT/GUARDIAN)

(DATE)

Child Abuse and Neglect

Being a kid isn't suppose to hurt!



Child Care Resource Center™
Quality Support. Development. Education.

SAN FERNANDO VALLEY:
20001 Prairie Street, Chatsworth, CA 91311
(818) 717-1000

ANTELOPE VALLEY:
250 Grand Cypress Avenue, Palmdale, CA 93551
(661) 789-1200

SAN BERNARDINO
1111 East Mill Street, Suite 100, San Bernardino, CA 92408
(909) 890-0018

VICTORVILLE
15456 West Sage Street, Victorville, CA 92392
(760) 245-0770

SYLMAR
13100 Telfair Avenue, Sylmar, CA 91342
(818) 717-1000

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Child Abuse and Neglect Law

The Penal Code of the State of California declares that it is against the law to abuse or neglect children. The law includes physical abuse, neglect, sexual abuse, and emotional neglect. Anyone who abuses or neglects a child may receive a fine, a jail sentence, or both. The state may also remove children from the home if it believes the children are endangered there.

Children's Rights

Every child has a right to food, shelter, clothing, medical care, and enough sleep. Every child has a right to plenty of love and affection. Every child has a right to live in an environment that is free from abuse and neglect. The State of California supports children's rights and has laws to protect children.

WHAT IS CHILD ABUSE?

Physical abuse includes:

- severe spanking or hitting
- throwing
- burning
- choking
- shaking

Sexual abuse includes:

- showing children pornography
- using children for pornography
- fondling a child's genitals
- having a child fondle an adult



- inappropriate kissing
- oral copulation
- intercourse
- penetration by fingers or objects

Emotional abuse includes behavior such as:

- rejecting ("You're no good")
- ignoring (not looking at the child, not listening to him or her)
- terrorizing (locking the child in a closet, tying up the child, etc)
- abandoning (leaving or threatening to leave the child alone)
- isolating (not letting the child take part in family activities)
- corrupting (giving the child drugs or alcohol, or prostituting the child)

Neglect is providing insufficient:

- food
- shelter
- medical care
- emotional support (love, affection, attention, etc)
- proper education

WHO ABUSES CHILDREN?

We can't tell who they are by the way they look. Abusers are likely to be people a child knows and trusts - family members, neighbors, babysitters, clergy, teachers, coaches, or anyone else who has close contact with children.

About Violence:

When a child grows up in a violent or neglectful atmosphere, lifelong problems may result. If no one cares properly for that child, he/she she may suffer from:

- severe depression
- poor concentration in school
- failure at school
- low self-esteem
- difficulty in trusting others
- self-destructiveness
- antisocial behavior
- drug and alcohol abuse

Every child has the right to be protected by caring adults. If a child has been abused, it is important to get help for that child as soon as abuse is suspected. Abuse can affect children for the rest of their lives.

WHO MUST REPORT CHILD ABUSE?

The law is very explicit about who must report suspected child abuse to child protection agencies and includes, among others:

- doctors and nurses
- social workers
- teachers
- all employees of Head Start & Early Head Start

All Child Care Resource Center employees and consultants are mandated reporters. This means any suspected child abuse or neglect must be reported.

Child abuse is one of the leading causes of death among children - especially preschool-age children.

For suspected Child Abuse and Neglect call 1-800-540-4000



Child's Name: _____

Parent's Signature: _____

Download and print your own copy:

<https://www.ccrcca.org/publications/2024/ccrc-child-abuse-brochure-2024-English.pdf>





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CCRC cultivates child, family and community well-being.

CCRC is a Non-Profit 501(c)(3) 95-3081695

SAN FERNANDO VALLEY: 20001 Prairie Street, Chatsworth, CA 91311, 818-717-1000

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