



# Program Information Handbook 2023 - 2024

 **Child Care  
Resource Center™**  
Quality · Support · Development · Education

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## **WELCOME TO THE CCRC EARLY CARE & 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,  
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

## EARLY CARE & LEARNING PROGRAM BIRTH TO FIVE CENTER LOCATIONS

Center	Age Group(s)	Option(s)	Hours of Operation(s)	Address	Telephone #
Arthur Avila	3-5	State Preschool	7:30AM-5:30PM	7304 Jordan Ave. Canoga Park, 91303	(818) 715-9640
Bertrand	3-5	State Preschool	7:30AM-5:30PM	7021 Bertrand Ave, Reseda, CA 91335	(818) 342-2042
CDI	3-5	State Preschool	7:30AM-3:30PM	7260 Owensmouth Ave. Canoga Park, 91303	(818) 704-5207
Fulton	3-5	Full Day	7:30AM-3:30PM	7477 Kester Ave. Van Nuys, 91405	(818) 781-4313
LPC EHS	0-3	Full Day & CCTR	7:30AM-4:30PM & 7:00AM-5:30PM	2320 East Avenue R Palmdale, CA 93550	(661) 273-0608
LPC HS	3-5	Full Day & State Preschool	7:30AM-3:30PM & 7:30AM-5:30PM		
Melvin	3-5	Full Day & State Preschool	7:30AM-3:30PM & 7:30AM-5:30PM	7700 Melvin Ave, Reseda, CA 91335	(818) 700-4406
Miguel Montes	3-5	Full Day & State Preschool	7:30AM-3:30PM & 7:30AM-5:30PM	10675 Telfair St. Pacoima, CA 91331	(818) 834-2358
Napa	0-3	CCTR	7:00AM-5:30PM	8501 Wystone Ave. Northridge, CA 91324	(818) 993-8462
Newgrove EHS	0-3	CCTR	7:00AM-5:30PM	808 W. Newgrove St, Lancaster, CA 93534	(661) 494-8528
Newgrove HS	3-5	Full Day & State Preschool	7:30AM-3:30PM & 7:30AM-5:30PM		
Osborne	3-5	Full Day & State Preschool	7:30AM-3:30PM & 7:30AM-5:30PM	13821 Osborne St. Arleta, 91331	(818) 830-1369
Roscoe Canyon	0-3	Full Day	7:30AM-4:30PM	13060 Roscoe Blvd. Sun Valley, 91352	(818) 902-5935
Reseda EHS	18-36 mos	Full Day & CCTR	7:00AM-5:30PM	18120 Saticoy St. Reseda, 91335	(818) 705-0113
Reseda HS	3-5	State Preschool	7:30AM-3:30PM & 7:30AM-5:30PM		
Sepulveda EHS	0-3	Full Day	7:30AM-4:30PM	15435 Rayen St. North Hills, 91343	(818) 892-0728
Sepulveda HS	3-5	Full Day & State Preschool	7:30AM-3:30PM & 7:30AM-5:30PM		
Sherwood	3-5	Full Day & State Preschool	7:30AM-3:30PM & 7:30AM-5:30PM	7224 Woodley Ave. Van Nuys, 91406	(818) 997-1077
Tulsa	3-5	Full Day	7:30AM-3:30PM	10900 Hayvenhurst Ave. Granada Hills, 91344	(818) 366-0350
Valerio	3-5	Full Day & State Preschool	7:30AM-3:30PM & 7:30AM-5:30PM	15035 Valerio St. Van Nuys, 91405	(818) 786-3427
Woodman EHS	0-3	Full Day	7:30AM-4:30PM	5944 Woodman Ave. Van Nuys, 91401	(818) 989-2379
Woodman HS	3-5	Full Day & State Preschool	7:30AM-3:30PM & 7:30AM-5:30PM		
Zine EHS	18-36 mos	CCTR	7:00AM-5:30PM	21400 Saticoy St. Canoga Park, 91304	(818) 456-4568
Zine HS	3-5	State Preschool	7:30AM-5:30PM		
10 <sup>th</sup> St West EHS	0-3	Full Day & CCTR	7:30AM-4:30PM & 7:00AM-5:30PM	44236 10 <sup>th</sup> St West, Lancaster, 93534	(661) 494-7999
10 <sup>th</sup> St West HS	3-5	Full Day & State Preschool	7:30AM-3:30PM & 7:30AM-5:30PM		

CCRC Bertrand, Melvin, Valerio, Tulsa, Fulton and Napa Early Care & Learning Program school premises have been licensed pursuant to the provisions of Section 39369 of the Education Code of the State of California by Child Care Resource Center from the Board of Education of the City of Los Angeles. The Board of Education does not sponsor or take responsibility, nor does it necessarily endorse any of the activities, statements, or opinions which may be expressed at Early Care & Learning Program centers.

## EARLY CARE & LEARNING CHILD CARE PARTNERSHIP & FAMILY CHILD CARE OPTION PROVIDERS

	<b>Provider Name</b>	<b>License #</b>	<b>Ages Served</b>	<b>CCP Option</b>
1	Jamie Menendez	197411947	0-12 Years	Panorama City/Van Nuys
2	Rosa Quezada	198018083	0-12 Years	Sun Valley
3	Soila Garcia	197418657	0-12 Years	North Hollywood
4	Joaquina Gonzalez	197416032	0-12 Years	Granada Hills
5	Maria Nagy	197401080	0-12 Years	Granada Hills
6	Lorena Boccuti	197418565	0-13 Years	Lake Balboa
7	Janeth Sanchez	197405344	0-13 Years	Panorama City
8	Ramona Aguila	197415279	0-13 Years	Sylmar
9	Adriana Mora	197418012	0-13 Years	Panorama City
10	Carmen Del Alamo	197700198	0-12 Years	Granada Hills
11	Florita Ruiz	197493173	0-13 Years	Sylmar
12	Luzmila Zuniga	197413837	0-12 Years	Van Nuys
13	Evangelina Avalos	192007436	0-13 Years	Panorama City
14	Talin Apkarian	197418205	0-12 Years	Panorama City
15	Maria Hernandez	192007796	0-13 Years	Sun Valley
16	Yolanda Marroquin	197413223	0-12 Years	Granada Hills
17	Claudia Mendez	197415684	0-13 Years	Northridge
18	Jennifer Rios	197493588	0-13yrs	Panorama City
19	Elsa Arias	197417987	0-13yrs	Winnetka



20	Esmeralda Escobar	197418198	0-12 Years	Van Nuys
21	Heidy Escobar	197492759	0-12 Years	Van Nuys
22	Mayra Escobar	197493843	0-12 years	Van Nuys
23	Edith Munoz	197419206	0-12 Years	Lancaster
24	Talin Oganesyanyan	197413176	0-12 Years	Lancaster
25	La Petite Academy (CC)	197409681	0-12 Years	Lancaster
26	La Petite Academy (CC)	197401074	0-12 Years	Palmdale

### FAMILY CHILD CARE NETWORK (FCCHEN)

Provider Name	License #	Location	Ages Served
Luzmila Zuniga	197413837	Sherman Oaks	0-12 Years
Esmeralda Arias	197410230	Reseda	0-13 Years
Julia Umana	197412584	Winnetka	0-13 Years
Janeth Sanchez	197405344	Panorama City	0-13 Years
Maricruz Arriola	197409407	Pacoima	0-13 Years
Emma Ascencio	197415284	Sylmar	0-13 Years
Evangelina Avalos	192007436	Panorama City	0-13 Years
Florita Ruiz	197493173	Sylmar	0-13 Years
Sandra Batres	192001046	North Hollywood	0-13 Years
Lorena Boccuti	197418565	Lake Balboa	0-13 Years
Jimena Rosales	197700430	Arleta	0-13 Years
Sandra Carrasco	197402302	North Hollywood	0-13 Years
Ricardo Rizzo	197493814	Panorama City	0-13 Years
Carmen Del Alamo	197700198	Granada Hills	0-12 Years
Esmeralda Escobar	197418198	Van Nuys	0-12 Years
Heidy Escobar	19792759	Van Nuys	0-12 Years
Mayra Escobar	197493843	Van Nuys	0-12 Years
Esther Renteria	197413360	Van Nuys	0-13 Years
Carolina Felman	197419263	North Hills	0-13 Years
Joaquina Gonzalez	197416032	Granada Hills	0-12 Years
Danielle Parrillo	197414238	Chatsworth	0-13 Years
Karina & Carla Nazar	197408221	Canoga Park	0-13 Years
Julia Hensch	197411195	Mission Hills	0-13 Years
Maricela Hernandez	192011178	Panorama City	0-13 Years
Martha Hernandez	192002492	North Hollywood	0-13 Years

<b>Adriana Mora</b>	197418012	Panorama City	0-13 Years
<b>Yolanda Marroquin</b>	197413223	Granada Hills	0-12 Years
<b>Janet Linares</b>	197409996	Panorama City	0-13 Years
<b>Karla Lopez</b>	197413881	Granada Hills	0-13 Years
<b>Gloria LeDoux</b>	197403461	Palmdale	0-13 Years
<b>Edith Munoz</b>	197419206	Lancaster	0-13 Years
<b>Amy Ledesma</b>	197410117	Lancaster	0-13 Years
<b>Jessi Gonzalez-Martinez</b>	197410690	Palmdale	0-13 Years
<b>Priscilla Gonzalez</b>	197700095	Palmdale	0-13 Years
<b>Lucy Espinosa</b>	197412963	Palmdale	0-13 Years
<b>Maria Cazun</b>	197403530	Lancaster	0-13 Years
<b>Guadalupe Cabrera</b>	197412222	Palmdale	0-13 Years
<b>Rosa Maria Barbosa</b>	197412846	Palmdale	0-13 Years
<b>Sara Tapia</b>	197412056	Lancaster	0-13 Years
<b>Shirlet Arnold</b>	197412168	Lancaster	0-13 Years
<b>Stephanie Armstrong</b>	197492856	Palmdale	0-13 Years
<b>Rachel Mead</b>	197700625	Lancaster	0-13 Years
<b>Jennifer Thomason</b>	197492956	Lancaster	0-13 Years
<b>Elba Aranda</b>	197700481	Lancaster	0-13 Years

## 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, and 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 Birth to Five 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/State Preschool 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).
- 4<sup>th</sup> 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 & LEARNING HOME-BASED PROGRAM

The home-based program is designed to assist parents increase their parenting skills and confidence and turn their home into a learning environment. 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. As well as the following:

- 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.

## CURRICULUM USED IN THE HOME-BASED PROGRAM

The early years of a child's life are critical for optimal development and provide foundation for success in school and in life. Parents are their children's first and most influential teachers. The Early Care & Learning Home Based Program uses the Parents as Teachers (PAT) curriculum. 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. Because parents are the teachers, the curriculum and the visits are conducted in the family's home language.

## HOME VISITS IN THE HOME-BASED PROGRAM

The program includes one **home visit a week for a minimum of 90 minutes (about 1 and a half hours)** 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.
- Planning for the next home visit.

## **SOCIALIZATIONS IN THE HOME-BASED PROGRAM**

Early Care & Learning Home Based Program offers 1-2 group socializations per month to create opportunities for you and your child to interact with other parents and children. Socializations allow you to share experiences, interests, and activities with other parents. Socializations will also help you strengthen your relationship with your child and observe your child responding to you and others.

### **What to expect during group socializations:**

- Activities based on your child's age group.
- Parents assisting and organizing activities, gathering materials, and preparing snacks.
- Parents leading activities.
- Staff modeling positive interactions.
- Parents involved in group discussion and sharing of experiences and/or ideas.
- Presentations about safety, nutrition, discipline, and other topics of interest.

## **THE CHILD CARE PARTNERSHIP (CCP) OPTION**

The purpose of this program is to offer high quality early learning and comprehensive support for families. This program serves children ages 0-3 in a child care setting or 0-4 in a family child care home. As part of the Partnership, CCRC and your child care provider will provide a full day, full year program to ensure your child receives the healthy and enriching early experiences they need to realize their full potential. In addition, the Partnership will provide support to children and families to ensure their child's health and wellness, developmental milestones, and family goals are met.

## **CURRICULUM USED IN CCP OPTION**

Our Family Child Care Providers are implementing The Creative Curriculum for Family Child Care and our private child care partners are implementing Creative Curriculum for infants, toddlers, and two's which allows our program to develop high quality indoor and outdoor environments that are responsive to the needs of every child. Through various planned activities that follow children's interest, teachers ensure that all children regardless of age are learning to regulate their emotions and behavior, establish and sustain positive relationships, participate cooperatively as a member of the group, and develop positive approaches to learning.

Strong partnerships that encourage family involvement are an essential part of our CCP program. When teachers and families work together, children's development and learning is fully supported. Our CCP Providers will offer family-focused activities that are completely devoted to helping connections between a child's two most important worlds: school and home.

Each Child Care Partner receives coaching and training on an ongoing basis from their CCP Coach to continually improve the quality of their services. Coaches assist providers with lesson planning, child assessments, observations, individualized child goals, child-teacher interactions, and health and safety environments.

Child Care Partners provide children with meals through the Child and Adult Care Food program, diapering, and daily routines.

We have Child Care Partners that are in the San Fernando Valley and Antelope Valley. Each partner has their own facility hours and operating calendar. Families that are enrolled in this program will get that information through the enrollment process.

Each family will have a CCP Coach who will support the family during their time in the program. The CCP Coach's role is to support the children and families with the on-going comprehensive services and on-going assessment and support of social, emotional, physical, and cognitive growth and development.

Parent involvement is an important part of the Partnership program. Child Care Partners and CCP staff will schedule two home visits and two parent conferences. CCP Staff/Partners will work with parents to schedule visits at a time that accommodates parent schedules. The meetings help staff/partners and parents talk together about the child's progress, assessments, and needs. They can work together to develop educational activities that can be carried out at home as well as in the child care setting.

### **FAMILY CHILD CARE HOME EDUCATION NETWORK (FCCHEN) OPTION**

A Family Child Care Home Education Network (FCCHEN) is made up of a group of licensed family child care providers that offer subsidized child care for eligible families who have children under 13. These child development programs are small, carefully selected home-based environments for whom CCRC provides ongoing training, professional development, and supportive technical assistance. FCCHEN programs offer quality child care in a family child care home environment. These programs are licensed and monitored by the California Department of Social Services (CDSS), Community Care Licensing Division to ensure health and safety requirements. The advantage of meeting these requirements is that children are supervised and hazards in the environment are minimized.

#### **FCCHEN offers:**

- High-quality care in licensed home-based child care facilities.
- Meals that meet nutritional guidelines and standards.
- Personalized support and activity planning to meet the child's developmental needs.
- Child assessments through observations and parent conferences to ensure individual milestones are met.
- FCCHEN Child Care facilities receive support from an Early Childhood Coach to provide:
  - Professional growth opportunities.
  - Free resources and materials to support children's development.
  - One on one mentoring to ensure high quality services.

CDSS offers financial assistance for families who qualify to gain access to these high-quality



programs. This ensures that low-income families can provide their children with the best care while they work, attend school, or training. Family Child Care providers often offer flexible hours. Children are cared for in a safe and healthy environment, enjoy developmentally and age-appropriate activities, and nurturing interactions with staff. FCCHEN providers work with parents to create a close relationship that benefits the child.

#### **FCCHEN Qualifications:**

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

### **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. We will return to teaching in teams to allow adequate time to get accustomed to working together and building processes in the classroom. The teachers you work with during the Home-based Combo will be the same ones you work with in the classroom. The revised classroom staffing structure consists of one teacher, one teacher assistant, and a floating teacher assistant that will go between two classrooms.

- 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.

### **CURRICULUM USED IN THE 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. Because parents are the teachers, the curriculum and the visits are conducted in the family's home language.

### **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® helps teachers build children's confidence, creativity and critical thinking skills and promote positive outcomes. Daily activities include a balance of indoor/outdoor, individual/group, and active/quiet play. The teachers use Creative Curriculum to organize the environment into interest areas that include:

- Dramatic Play
- Music and Movement
- Food Experiences
- Table Toys
- Computer
- Art Area
- Writing Area
- Science Area
- Outdoors
- Library

### **HOME VISITS AND PARENT CONFERENCES**

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.
- Complete parent conferences
- 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 Care & Learning 0-5 has various centers throughout the San Fernando Valley and Antelope Valley which offers, Full Day, State Preschool (center-based options for families.

- Full Day Head Start option offers an 8-hour day which consists of instructional time, mealtime (breakfast, lunch, snack), rest period, and outdoor time. During the rest period, children will have an opportunity to rest or be engaged in a quiet learning activity. Parents are asked to bring a blanket and pillow for their child.
- Full Day Early Head Start (9-hour option) offers a 9-hour day which consists of indoor/outdoor developmentally appropriate experiences. Mealtimes for toddlers include breakfast/lunch and snack and feeding times for infants are as needed. During rest periods, toddlers will have the opportunity to nap, and infants will nap as needed. Full Day Head Start/State Preschool option offers a 10-hour day. This option operates with funding from both Head Start and State Preschool. The blended program consists of instructional time, mealtime (breakfast, lunch, and snacks), rest period, and outdoor time. During the rest period, children will have an opportunity to rest or be engaged in a quiet learning activity. Parents are asked to bring a blanket and pillow for their child.
- Full Day Early Head Start (10.5-hour option) offers a 10.5-hour day which consists of indoor/outdoor developmentally appropriate experiences. Mealtimes for toddlers include breakfast/lunch and snack and feeding times for infants are as needed. During rest periods toddlers will have the opportunity to nap and infants will nap 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® helps teachers build children's confidence, creativity and critical thinking skills and promote positive

outcomes. Daily activities include a balance of indoor/outdoor, individual/ group, and active/quiet play. The teachers use Creative Curriculum to organize the environment into interest areas that include:

- Dramatic Play
- Music and Movement
- Food Experiences
- Table Toys
- Computer
- Art Area
- Writing Area
- Science Area
- Outdoors
- Library

Having a variety of activities offered throughout the classroom will promote your child's development in all areas: physical, language, intellectual, emotional, and social growth. Staff will help support your child's home language and introduce English through planned activities in the daily routine. To build your child's knowledge of the world outside of the classroom, culturally inclusive activities will be offered. Early Care & Learning Program will help prepare your child for their transition to kindergarten by providing a variety of activities in early math and early literacy. Staff will be assessing your child's development.

During the parent conferences and home visits you will be discussing your child's growth in all the developmental areas. Together you will develop goals for your child.

As a supplementary resource to Creative Curriculum, CCRC also utilizes Second Step.

Second Step is a program designed to promote social and emotional learning for preschool-aged children. Lessons will focus on social skills and transitioning to kindergarten. Parents will receive information on how to register for the Second Step dashboard where they will have access to a variety of resources, lessons, and activities.

## **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. The environment is viewed as a place that is welcoming, authentic aesthetically pleasing, culturally representative of the community, embraces nature and filled with purposeful materials. The layout of the environment promotes relationships, communication, collaboration, and exploration through play. Materials are thoughtfully added to the environment to promote creativity, thinking and problem-solving skills, questions, experimentation, and open-ended play.

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

A typical day for children may consist of:

- Child/staff-initiated activities and experiences
- Group time (small and large groups)
- Clean up.
- Story/music time
- Family style meals
- Outdoor activities
- Oral hygiene
- 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. The daily routine is also posted in each classroom.

### **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.

## **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.

## **SIGN-IN AND SIGN-OUT PROCEDURES**

Parents, or an authorized adult, must accompany each child to and from the classroom. They must sign the child in and out daily, indicate the exact time and use a complete signature. Upon arrival, parents 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.

## **ABSENCES**

- If your child will not be in attendance, please contact your assigned center within an hour of the start time to report your child's absence and the reason for the absence.
  - Failure to notify your center of your child's absence may result in a home visit. Frequent incidents of not notifying your centers of child's absence may result in a drop from the program.
  - Excused absences are child illness, court ordered visitation, or family emergency (transportation, family bereavement, natural disaster, household or legal emergency).
  - Best Interest absences are limited to 10 per fiscal year, per child. Best interest days include vacation days, illness of siblings or extended family members, parent day off work, or any time away from the provider that the parent documents (CSPP programs only).
- When excessive absences occur, your child's teacher may reach out to re-engage your participation in the program and develop an action plan to support you with meeting the attendance agreement. If you are unable to continue your participation in the program your child's slot will be considered vacant and the program will proceed with filling the vacancy.
- 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.

## **FAMILY EMERGENCY LEAVE**

If your child is unable to attend the program for an extended period of time because of an



unforeseen emergency, parents 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 Center Director.

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 program, you are not eligible for an LOA. Please contact your center directly to discuss alternative options.

## **LATE PICK-UP POLICY AND PROCEDURE**

Children are to be picked up at the end of their session. A parent is considered late after ten minutes. If you will not be able to pick up your child on a given day, please call your child's center and speak with your teacher, family advocate, or center director. Please provide the name of the person who will pick up your child, **based on who is on your child's emergency card**. Three (3) or more occurrences of late pick up may result in a meeting with center staff.

Children will be released only to people listed on the emergency card and will be asked to provide a picture ID. Any person authorized to pick up or drop off a child must be listed on the emergency card and be at least 18 years of age.

## **DAILY HEALTH CHECKS**

Program staff will continue to utilize the program Daily Health Check and Short-Term Exclusion Policy and Procedure. Daily health checks completed first via Learning Genie, prior to your arrival, in addition to a visual check of your child once they arrive.

## **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 SERVICES (MEDICAL AND DENTAL)**

Child Care Resource Center Head Start Birth to Five and CSPP program staff value's the opportunity to partner with families to ensure that children are healthy and safe. Our teams work with children and families to coordinate medical and dental resources and to provide quality health education. When children are healthy, they miss less school days related to illness and have a greater opportunity to learn. Our program is required to work with families to ensure that all enrolled children have access to ongoing health and dental care and have regular preventive health visits.

At time of enrollment and throughout the program, parents will be asked to submit a copy of a current physical and dental exam including blood tests as needed. A copy of your child's immunization record is also required at enrollment. If support is needed to obtain care, the program will work with the family to utilize/refer to a community partner to access the medical evaluations and or treatment necessary. Physical exams are due prior to the first day of school attendance and dental exams must be submitted within the first 90 days of school.

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.

## **ILLNESS AND EXCLUSION POLICY AND PROCEDURE**

Education Staff is required to conduct a visual daily health check when children arrive for their day, while the parent is present. If the child is demonstrating signs and symptoms of illness at this time, parents 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 a child becomes ill at the center, the Teacher, Center Director or Family Advocate will notify the Health Service Area to determine if the child needs to be sent home. After this has been decided, the Teacher, Center Director or Family Advocate will call/inform the parent to pick up the child as soon as possible.

For the protection of all children enrolled in the CCRC Early Care & Learning Program and to comply with local law, children suffering from an illness or contagious disease must temporarily be excluded from our centers. A note from a physician or clinic may be required before any child with a contagious illness is allowed to return.

We request that parents or guardians of an ill child keep the child at home and consult their pediatrician if the child displays any of the signs or symptoms listed below:

- The illness prevents the child from participating comfortably in activities.
- The illness results in a need for care that is greater than the staff can provide without compromising the health and safety of other children.
- Fever in the last 24 hours
- Severe and/or excessive coughing
- Open wounds, bumps, or unusual spots
- Vomiting 2 or more times within the last 24 hours
- Frequent scratching of the body or scalp, which may be a sign of lice, chicken pox or scabies.

## **MEDICATION**

To have prescribed or non-prescribed (over the counter) medication administered by Early Care & Learning Program staff, parents must submit a medication authorization form completed by the doctor and the child's name, doctor's name, name of medication, dosage, times to be administered, date, length of time medication is to be administered and parent's signature. All medication must be prescribed by a physician and in its original container and brought into school as soon as possible. Medication will only be given as indicated on the prescription and no medication will be accepted without the proper forms or labels. Please speak with your Family Advocate or Center Director for additional support. Not having these items may delay your child's participation in the program.

If your child is taking prescription or over the counter medication for any illness or condition, please inform your child's Teacher when signing your child in. It is important

that Early Care & Learning Program staff be aware of any medication your child is taking so they can watch for an allergic reaction or a change in your child's behavior.

## EMERGENCIES AND INJURIES

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.

Teachers may administer first aid for minor injuries (cuts, bumps, etc.) A written report of any such injury will be left for the parent the same day. This form will require parent signature as acknowledgement of the incident.

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.

## IMMUNIZATIONS

Children entering Early Care & Learning Program center must receive and show proof of all the required following immunizations:

AGE WHEN ADMITTED	TOTAL NUMBER OF DOSES REQUIRED OF EACH IMMUNIZATION <sup>2,3</sup>			
2 through 3 months	1 Polio	1 DTaP	1 Hep B	1 Hib
4 through 5 months	2 Polio	2 DTaP	2 Hep B	2 Hib
6 through 14 months	2 Polio	3 DTaP	2 Hep B	2 Hib
15 through 17 months	3 Polio	3 DTaP	2 Hep B	1 Varicella
	On or after the 1st birthday:			1 Hib <sup>4</sup> 1 MMR
18 months through 5 years	3 Polio	4 DTaP	3 Hep B	1 Varicella
	On or after the 1st birthday:			1 Hib <sup>4</sup> 1 MMR

\*One Hib dose must be given on or after the 1st birthday regardless of previous doses. Required only for children younger than 5 years old.

DTaP = diphtheria toxoid, tetanus toxoid, and acellular pertussis vaccine

Hib = Haemophilus influenzae, type B vaccine

Hep B = hepatitis B vaccine

MMR = measles, mumps, and rubella vaccine

Varicella = chickenpox vaccine

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.

## **TB ASSESSMENT/ TEST POLICY**

- Every enrolled Early Care & Learning Program child must have a TB assessment on file that is not older than one year.
- If the child has had a positive TB Mantoux test, then a negative chest x-ray is required that is not older than four years.
- A child 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 child 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.

## **MEDICAL AND DENTAL FOLLOW-UP**

Should any child be found to have any medical or dental concerns, the Family Advocates will inform the parents and/or guardians and make sure arrangements are made for further examination and treatment.

Individual files are kept on all children and their progress is tracked. At the request of the parents, these may be given to the child's new school when he or she enters Kindergarten.

Education in health is given to parents and/or guardians, staff, and children throughout the year, on an individual as well as group basis. The staff and health professionals can provide sessions at parent meetings on various health topics of interest to parents and their children.

## **COMMUNITY HEALTH ADVISORY COMMITTEE**

Each Early Care & Learning program must have a Community Health Advisory Committee made up of health professionals and parents 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.

Parents will be encouraged and recruited to participate on the Health Advisory Committee to plan health services. CCRC has an integrated service

advisory committee called the Community Health Advisory Committee (CHAC).

## **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.

Meals for Early Care & Learning Program classes and Early Care & Learning Program socializations are prepared in the Early Care & Learning Program's central kitchen which meets all standards of health, safety, and cleanliness.

Menus are planned according to the Early Care & Learning Program and Child and Adult Care Food Program guidelines and will include foods familiar to the children as well as the introduction of diverse foods. Menus are posted in the classrooms. The guidelines state that 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 a certain food or has other special nutritional needs. Requests will not be accepted based on preferences for certain food items. Special requests need to be submitted in writing by a doctor if it is for medical reasons.

Children who attend morning classes will receive breakfast and lunch while children attending afternoon classes will receive lunch and an afternoon snack. Children attending Full Day class will receive a breakfast, lunch, and afternoon snack. Parents are encouraged to volunteer in the classroom and help children to accept new foods by helping to create a pleasant social atmosphere at mealtimes. In our older toddler and preschool classrooms, the main meal of the day is served family style: children serve themselves from bowls and plates that are passed around the table. Children attending Early Care & Learning Program socializations will receive a snack.

Feeding for our infants and toddlers is done on demand. Early Care & Learning Program teachers work with parents to ensure solids are introduced at the appropriate times and watch for any negative reactions to new foods. Formula fed babies are provided

formula. If there is a specialized brand needed, a doctor's note must be provided. We also ask that you bring in your child's clean bottles daily. Caregivers are encouraged to bring in breastmilk for breastfed infants. Infants who are nursed may also be nursed on demand. Mothers may come to center and nurse their babies as needed.

Similar to responsiveness in other areas it is important for our teachers to be aware of how infants and toddlers communicate different eating and feeding behaviors and that as caregivers they need to respond accordingly. Infants do not have the capacity to verbally communicate their feeding and psycho-emotional needs, requiring a responsive approach by every caregiver. Our teachers follow the following responsive feeding guidelines:

- Ensuring that the feeding environment is pleasant with few distractions (e.g., no television or other screens);
- Ensuring that the child is seated comfortably, ideally facing others.
- Ensuring that the expectations from the caregiver and child are communicated clearly and consistently.
- Ensuring that the food is healthy, tasty, developmentally appropriate, and offered on a predictable schedule so the child is likely to be hungry.
- Responding and attending to the child's signals of hunger and satiety; and
- Responding to the child's feeding needs in a prompt, emotionally supportive, contingent, and developmentally appropriate manner.

Dietitians are available to provide staff and parents with information about nutrition, food preparation and consumer awareness. Information and ideas are also given to Teachers/Home Based Educators to help children develop good eating habits. The nutritional status of each child is assessed and shared with the parents. This helps in planning for the specific needs of each child. The Dietitians are available to talk with parents about any nutritional concerns they may have about their child or their family.

Due to health and safety regulations, 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.

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 in regard to 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**

### **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.

## **CALIFORNIA STATE PRESCHOOL PROGRAM (CSPP)**

These programs are available throughout Los Angeles and San Bernardino County, with child care and development services provided at specific sites. The sites must follow preschool curriculum standards set by the California Department of Education.

Families access CSPP services through the site wait list. As CSPP funding becomes available, the most eligible families from the site waitlist receive services first. Families with children enrolled in part-day CSPP must meet the eligibility criteria of the program, families with children enrolled in full-day CSPP must meet the need and eligibility criteria of the program.

## **EARLY CARE & LEARNING PROGRAMS**

By focusing on the whole family, Early Care & Learning Birth to Five programs both 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.

## **SUBSIDIZED CHILD CARE PROGRAMS**

CCRC's subsidized child care offer federal and state child care vouchers or certificates to families. Programs are funded through the Los Angeles County of Department of Public Services (DPSS) and the California Department of Education (CDE) and must comply with the regulations that govern these programs: County of Los Angeles Stage 1 Contract and Title 5. 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 or physical disability. Information pertaining to families served is considered confidential and will be used for program administration purposes only.

## **EARLY CARE & LEARNING BIRTH TO FIVE ENROLLMENTS**

The Child Care Resource Center offers a variety of direct service programs to children aged zero to five and expecting mothers. CCRC Early Care & Learning Programs are offered at no cost to children and their families. CCRC welcomes all children without regard to race, color, national origin, creed, religion, gender, disability, or handicap.

Families enrolled in a CCRC Early Care & Learning program must be determined eligible according to Federal guidelines. A staff member will work with all families who apply to document individual circumstances and assess if one of our programs will be a fit. Eligibility criteria include family income, child's age, foster status, homeless status, public assistance status and disability status.

## **PROGRAM OPTIONS**

- Home Based (0-3 years old and Pregnant Individual)



- Home Base Combo
- Infant and Toddler Full Day Center (2mos -36 months old)
- Child Care Partnerships with Family Child Care providers or Child Care Centers
- Part Day Center Based
- Full Day Center Based
- California State Preschool Program

## **SERVICES FOR CHILDREN WITH DISABILITIES**

CCRC Early Care & Learning Program staff actively recruits and enrolls children with a range of disabilities. In collaboration with community agencies such as the Regional Center, Los Angeles Unified School District, and private health care providers, Early Care & Learning Program can provide quality disability services to all children in an inclusive environment.

## **CALIFORNIA STATE PRESCHOOL PROGRAM (CSPP) ELIGIBILITY AND ENROLLMENT**

The CSPP program is a federally funded program. To be eligible and remain enrolled in the CSPP program a family must do the following each school year:

- Submit eligibility documents.
- Meet the state income guidelines.
- Have an age eligible child.
- Demonstrate a need for extended day care.
- Be determined eligible.

If your child is not eligible to return to the CSPP classroom for the following school year due to eligibility not being met for the CSPP program, we will work with you to find an alternate center or classroom where space is available.

## **APPEAL RIGHTS (CSPP Programs Only)**

Families enrolled in the CSPP 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.

## **SUSPECTED CHILD ABUSE**

ALL EMPLOYEES of CCRC Early Care & Learning Programs are mandated reporters of SUSPECTED CHILD ABUSE. The CA State Penal Code 11164-11174 .3 requires mandated reporters to report all cases of suspected child abuse. It is CCRC Early Care & Learning Program policy for staff to report suspicions of child abuse immediately.

As a licensed child care facility, under California law, the Department of Children & Family Services, the Department of Social Services and Law Enforcement has the right at any time, with proper identification, without notice or prior consent, to privately interview or remove children from the center. In addition, the Department of Children & Family Services, the Department of Social Services, and Law Enforcement has the right at any time, without notice or prior consent, to interview staff, to inspect and audit children's records, to observe the physical condition of the children, including conditions which could indicate abuse, neglect or inappropriate placement and to have a licensed medical professional conduct physical examination of children. Parents will receive information on child abuse and reporting requirements at the time of enrollment.

If you suspect a child is being abused or neglected, BE A HERO and call the LA County Child Protection Hotline at 800-540-4000.

BE A  
HERO TO  
A CHILD!

## 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](mailto:Program.Intake@usda.gov)

This institution is an equal opportunity provider.

## MENTAL HEALTH/WELLNESS PROMOTION AND DISABILITIES SERVICES

### MENTAL HEALTH & WELLNESS PROMOTION

Our program's goal is to support children's mental health, social and emotional wellbeing, and overall health. To support our goal, we contract with mental health professionals from our community agencies with knowledge about early childhood development and mental health, individual and family therapy, trauma, crisis intervention, parenting, and classroom management. Support from consultants is available to all families enrolled in the program with prior parental consent. The program staff and consultants offer parents the opportunity to learn about their child's emotional development and share their concerns to identify what supports are needed. Families interested in receiving services can do so by connecting with program staff to complete a referral for services.

Some of the mental health services that will be provided are, but are not limited to:

- Social emotional screening of children
- One on one consultation
- Parent education/workshops
- Staff training
- Community agency referrals for long-term therapeutic support

### PARENT SUPPORT GROUPS

Caring for your emotional wellbeing is especially important right now, and the Los Angeles Department of Mental Health (LACDMH) is here to help. LACDMH's newly expanded **Help Line (800-854-7771)** is free and confidential for all of LA County's 10 million residents. The County strives to meet the linguistic need of its diverse communities and offers assistance by providing services in the preferred language. Calles can be referred to mental health and crisis services through the ACCESS Center and emotional support through the Emotional Support Line, 24/7.

**If you are interested in accessing a CCRC Mental Health Referral, please contact your teaching team for support!**

### DISABILITIES SERVICES

The Federal Government mandates that Early Head Start and Head Start agencies make 10% of its enrollment opportunities available to children with disabilities. Our goal is to support and promote inclusive practices where all children are treated the same, regardless of their ability. To meet this goal, we develop partnerships with regional centers and school districts that provide early intervention and special education services to meet the needs of children with an IFSP (Individualized Family Service Plan) or IEP (Individualized Education Program).

If you suspect that your child is in need of early intervention or special education services or you have concerns with your child's development, please do not hesitate to contact center staff to discuss your options

## **INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT (IDEA)**

Under federal laws known as the Individuals with Disabilities Education Improvement Act (IDEA), as a parent you have the right to:

### **DISABILITLIES SERVICES FOR CHILDREN UNDER 3 YEARS OF AGE**

1. Be fully informed of your rights under Early Start.
2. Refer your child for evaluation and assessment, provide information throughout the process, make decisions, and give informed consent for your child's early intervention services.
3. Understand and provide voluntary written permission or refusal before the initial evaluation and assessments are administered.
4. Consent for evaluation and assessment is required only at the time of initial evaluation and assessment to receive services.
5. Participate in the initial evaluation and assessment process including eligibility determination.
6. Receive a completed initial evaluation and assessment within 45 days\* after the referral of your child to a regional center or a local education agency (LEA).

*\*Within 45-days the regional center or local education agency shall:*

- *Assign a service coordinator to assist the family through evaluation and assessment procedures.*
  - *Parental consent for evaluation is obtained.*
  - *Schedule and complete evaluations and assessments of the child's development.*
7. Participate in a meeting to share the results of evaluations and assessments.
  8. Participate in all decisions regarding eligibility and services.

If an infant or toddler is eligible for early intervention services, an Individual Family Service Plan (IFSP) will be developed that addresses the strengths, and needs of the infant or toddler, parental concerns, and early intervention services.

If an infant or toddler is eligible for early intervention services, an Individual Family Service Plan (IFSP) will be developed that addresses the strengths, and needs of the infant or toddler, parental concerns, and early intervention services.

### **DISABILITLIES SERVICES FOR CHILDREN OVER 3 YEARS OF AGE**

- Refer your child for an assessment and receive a response from the school district within 15 days requesting a parent permission to assess.
- Provide information throughout the assessment process, make decisions, and give informed consent.

- Participate in the Individualized Education Program (IEP) meeting to determine eligibility within 60 days of signed parent consent.
  - Be informed of your right to file a complaint or request for mediation or due process.

**UNDER INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) STATES ARE REQUIRED TO:**

- Offer early intervention programs for infants and toddlers under age 3 who qualify for early intervention services. Provide a free appropriate public education to school-age children with disabilities.
- Place eligible students in the Least Restrictive Environment (LRE) general classes as much as possible. Complete a due process hearing within 30 days of receipt.

***Note:** This is only a brief list of your rights as a parent. For more information, we recommend you visit [www.disabilityrightsca.org](http://www.disabilityrightsca.org) and search for Special Education under Publications and Resources. The website has extensive information in approximately sixteen (16) languages, including Spanish and Armenian. Please let staff know if you need assistance accessing the website.*

The Inclusion staff also assists in providing information and resources to parents on early intervention, special education programs in the school district, diagnostic and referral services, inclusion into a classroom setting and transitions to other programs. The staff also provides parent training, workshops, parental rights and advocacy information, and family support.

## **FAMILY ENGAGEMENT**

The Early Care & Learning Program provides each family a Family Advocate or Home Based Educator 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 Family 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 parents in the decision making of the program. We provide parents with an opportunity to participate in program oversight which develops leadership skills in parents who participate. Parent engagement in program governance is a priority to CCRC. We provide parents with the following opportunities to engage in program governance:

### **POLICY COUNCIL**

Parents may participate in the Policy Council (PC) which consists of parent representatives, Early Care & Learning Program Birth to Five 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 MEETINGS**

As a parent of an enrolled child, you are highly encouraged to attend the monthly parent meetings to obtain important information of what is occurring in our program, your community and ensure your voice is heard at the local level. Parents are also eligible to hold an officer position on the Parent 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 parents to design a parent education program that meets the needs expressed by the parents. Parents, 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 Birth to Five program. CCRC encourages and supports the participation of volunteers throughout all of our program options. 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 & LEARNING BIRTH TO FIVE AND CSP HEALTHY SCHOOLS ACT NOTIFICATION ABOUT PESTICIDES AND INTEGRATED PEST MANAGEMENT**

CCRC Early Care & Learning Birth to Five and CSP program is required by the Healthy Schools Act to provide information to parents and guardians about nonexempt pesticides we expect to use in the coming year. This notification will include the pesticide name, active ingredient(s), and information on pesticides and their alternatives.

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.

We also want to inform you that when pests enter our centers, our staff tries to use non-chemical and least-harmful methods to deal with them. Occasionally, we use pesticides to manage these pest problems. Certain pesticides, such as self-contained baits or traps, and gels or pastes used in cracks and crevices, are exempt from the requirements of the Healthy Schools Act. They are applied in ways that limit children’s exposure and contain non-toxic or least harmful substances.

Additionally, we will post notices at all centers prior to any scheduled services and, parents and guardians may also request to be notified about individual pesticide applications throughout the school year. When school starts, parents and guardians who choose to be informed may sign up with the Center Director at the center via a registry and will be notified at least 3 days before nonexempt pesticides (such as foggers and sprays) are applied. If you would like to be notified every time this sort of practice is applied, please visit the Center Director at your center and you will be provided with a form to complete.

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

<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://ccld.ca.gov/contact.htm>.

## CHILD CARE CENTER NOTIFICATION OF PARENTS' RIGHTS

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### PARENTS' RIGHTS

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

1. Enter and inspect the child care center without advance notice whenever children are in care.
2. File a complaint against the licensee with the licensing office and review the licensee's public file kept by the licensing office.
3. Review, at the child care center, reports of licensing visits and substantiated complaints against the licensee made during the last three years.
4. Complain to the licensing office and inspect the child care center without discrimination or retaliation against you or your child.
5. Request in writing that a parent not be allowed to visit your child or take your child from the child care center, provided you have shown a certified copy of a court order.
6. Receive from the licensee the name, address and telephone number of the local licensing office.

Licensing Office Name: \_\_\_\_\_

Licensing Office Address: \_\_\_\_\_

Licensing Office Telephone #: \_\_\_\_\_

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

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

For the Department of Justice "Registered Sex Offender" database, go to [www.meganslaw.ca.gov](http://www.meganslaw.ca.gov)

LIC 995 (3/08)

(Detach Here - Give Upper Portion to Parents)

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

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

\_\_\_\_\_  
Name of Child Care Center

\_\_\_\_\_  
Signature (Parent/Authorized Representative)

\_\_\_\_\_  
Date

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

For the Department of Justice "Registered Sex Offender" database go to [www.meganslaw.ca.gov](http://www.meganslaw.ca.gov)

LIC 995 (3/08)

# 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 supposed to hurt!



### 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 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 children for the rest of their lives.

#### WHO MUST REPORT CHILD ABUSE?

The law is very explicit about whom 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**



Please return this signed copy of CCRC's brochure "Child Abuse and Neglect" after reviewing it and keep a copy of this brochure for your records.

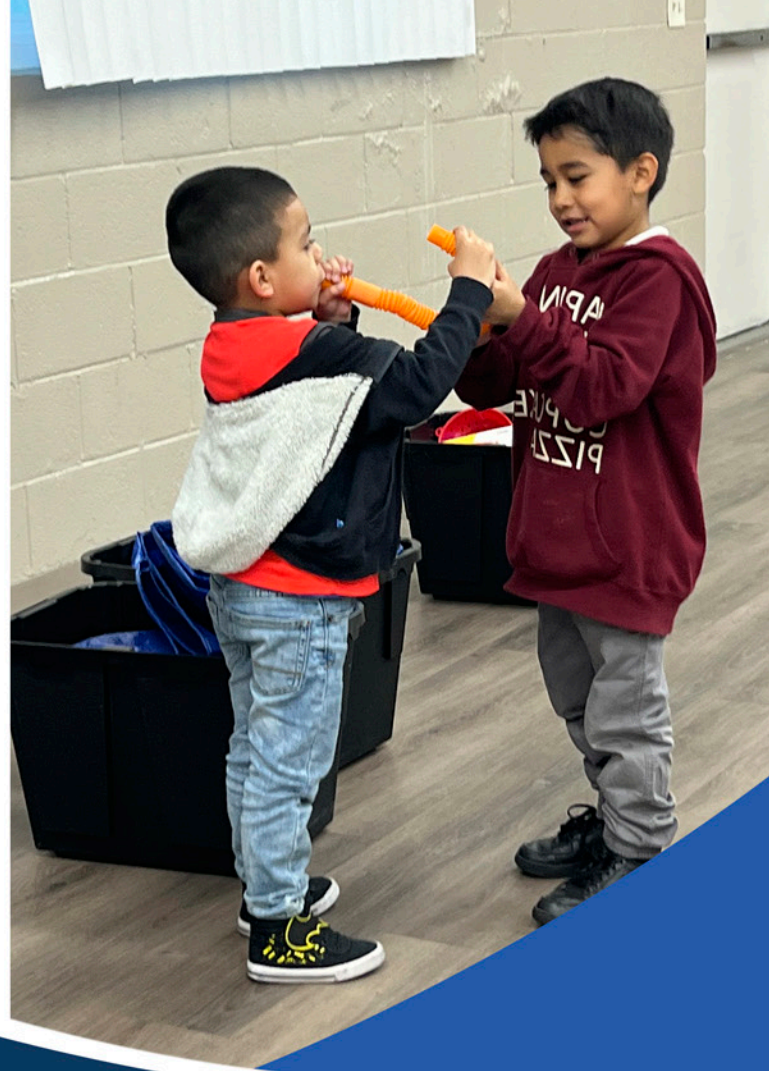
Child's Name \_\_\_\_\_

Parent's Signature \_\_\_\_\_

 **Child Care Resource Center**  
Early Support - Involvement Program

20001 Prairie Street, Chatsworth, CA 91311  
818-717-1000  
250 Grand Cypress Ave, Palmdale, CA 93551  
661-789-1200  
www.ccrca.org

## NOTES



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CCRC cultivates child, family and community well-being

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