



PARENT HANDBOOK

Information for Parents and Guardians



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Dear Parents/Guardians,

Welcome to MAAC Child Development Program (CDP). MAAC is a private non-profit; social service agency operating federally funded Head Start, Early Head Start, and CA State Funded preschool programs throughout North County for eligible families with children birth to 5 years of age (0-5) and pregnant women.

MAAC offers a range of program choices to deliver the best quality child and family development services possible. The child development program your child attends and MAAC Child Development Program partner to ensure that you and your children have access to educational, family, and community resources. Using Quality Preschool Initiative, Alternative Payment, Cal Works, State CDE funds and Head Start to dually enroll your child to provide enhanced, full day Preschool and Infant Toddler Services.

You and your child will be enrolled in both programs and will receive the benefits of each. MAAC CDP offers family members opportunities and support for growth and change, recognizing that each family has a unique set of strengths, needs, and interests that will provide them opportunities to be fully engaged. Our program philosophy recognizes that each parent/guardian is the primary educator of their children. In addition, our program follows a Family Centered approach in working with each family.

We will be asking you to complete your child's enrollment paperwork and we will be giving you more information on the benefits and requirements of dual enrollment.

Thank you for being a part of MAAC CDP and we hope that you and your family have a wonderful learning experience with us this program year.

Sincerely,
Claudia Arreola
Director of Child Development
MAAC

Admissions Statement

Early Head Start (EHS) and Head Start, (HS) are federally funded Early Childhood/Family Development Programs that serve eligible families and children ages 0-5 years. These programs are designed to provide children and their families with comprehensive child and family development services. There is no fee for these services. MAAC Child Development Centers are licensed by the State of California Community Care Licensing Division. (Please note, a licensing representative has the right to enter the facility at any time, review all records and may interview your child if needed). Transportation services are limited and available at select locations for part day and home-based services. MAAC Child Development gives equal treatment and access to services regardless of race, creed, color, religion, sex, national origin, and ancestry or disability.

MAAC Child Development Program assess each child individually to ensure appropriate placement. To determine the most appropriate placement, a licensed childcare program must determine which specific option can best meet your child's health, physical, social and emotional needs.

Enrollment Process for Early Head Start & Head Start Programs

To determine MAAC Child Development eligibility, all applicants must meet age and income requirements set forth by federal regulations. Eligible applicants are placed on a prioritized waitlist at the site of their choosing and ranked per the program's established selection criteria, which is determined based on the community needs assessment. After eligibility is determined, priority for enrollment is given to eligible children and families with the greatest needs. The program reserves at least 10% of its enrollment slots for children with current Individual Education Plan (IEP) or an Individual Family Services Plan, (IFSP) and no child will be denied enrollment because of a disability.

When an opening becomes available, the prioritization waitlist is accessed and families are contacted. Applicants selected for enrollment will be asked to complete an enrollment packet. The incoming child must have current and complete physical exams, must be up to date on scheduled immunizations, and have received tuberculosis (TB) clearance prior to official enrollment.

Recruitment and placement eligible families on the program's waitlist is ongoing throughout the program year. The waitlist is subject to change as eligible families are added to on an ongoing basis.

Families enrolled in EHS will need to complete a transition application to determine eligibility for HS when the child turns three. Please know that this is not a guaranteed placement.

Additional Requirements for Full Day options:

- Parents must be working or attending school/vocational training full-time and in need of care (6) or more hours per day during center hours of operation (minimum of 30 hours per week). Verification of work and/or school hours must be presented upon enrollment or re-enrollment.

Disenrollment of Services

If a decision to dis-enroll a child from the program is made by the Director of the Child Development Program, it will be implemented in accordance with, but not limited to, the following:

- The staff received notification from parent, that the parent no longer wants the services.
- Failure to comply with the Attendance Policy. (Families will be given opportunity to establish regular attendance and will be withdrawn from the program only when they are unwilling or unable to participate).
- Non-compliance of agency policies and procedures.

- Knowingly misrepresenting eligibility, using incorrect or inaccurate information to obtain a benefit that the parent would otherwise not be entitled to receive (refer to Fraud Statement, page 6).
- Abandonment of care, which is defined as absences without communication to the program for thirty consecutive days.

Re-Enrollment or Recertification of Child

If a child has been dropped from the program for any reason, the parents/guardians must re-enroll if they decide to return to the program. This will include completing a new application and providing new income and updated documents required to determine eligibility.

Families with children returning for a third year will need to go through the eligibility and enrollment process which includes income verification to continue services. MAAC reserves the right to contact employers to verify income and work eligibility informed consent from the parent/guardian.

MAAC and Partner Sites

MAAC has partnership with Mexican American Opportunities Federation (MAOF) in San Ysidro and Chula Vista; Escondido Community Child Development Center (ECCDC), Ruth E. Clothier Site; Growing Minds Child Development Centers in Escondido and Oceanside. These programs offer various Head Start and/or Early Head Start services for families qualifying for state subsidy programs. Early Head Start/Early Head Start Partner programs offer up to 10 hours of care based on the education and employment needs of the family.

Code of Conduct

MAAC Child Development Program demonstrates and expects an environment of respect for both staff and families. The Head Start Performance Standards require that programs ensure **all staff, parent volunteers, interns, consultants, and community volunteers** abide by the program's standards of conduct. **These standards specify that all staff, parent volunteers, interns, consultants, and community volunteers will:**

- Respect and promote the unique identity of each child and family and refrain from stereotyping based on gender, race, ethnicity, culture, religion, or disability.
- Follow program confidentiality policies concerning information about children, families, and other staff members.
- Not allow any child to be left alone or unsupervised while under their care; and
- Use positive methods of child guidance and not engage in corporal punishment, emotional or physical abuse, or humiliation. In addition, not employ methods of discipline that involve isolation, the use of food as punishment or reward, or the denial of any basic needs.

Mandated Child Abuse Reporting Policy

Staff members who work with you and your child, care about your health and wellbeing. MAAC Child Development Staff are required by law (Penal Code 1116.6) to report any suspected child abuse or neglect. The purpose of the reporting law is to protect the child and to provide support for the family. We must also cooperate with Child Welfare Services and local law enforcement agencies.

We understand that parenting is not easy, and we are here to support you by offering guidance in alternative discipline techniques, resources to parenting classes, and links to supportive and educational community resources.

Fraud

Fraud is defined as knowingly or intentionally withholding pertinent materials or information, making any false statements, or presenting any false materials or information, as a means of obtaining Early Head Start/Head Start and State preschool services. Fraudulent, false, incomplete, deceitful, or misleading information provided to MAAC regarding income, family size, employment, seeking employment, school/training program enrollment and for medical incapacitation that is used to determine initial or on-going eligibility of services may be grounds for termination of child development services and may be subject to legal actions. Some examples of fraud include, but are not limited to:

- Failure to report the actual number of family members living in the household.
- Failure to report the actual gross income for the family.
- Submitting falsified income documentation.
- Submitting falsified employment documentation.

Non-Harassment Policy

MAAC employees have a critical responsibility for maintaining high standards of honesty, integrity, impartiality, and conduct to assure proper performance of the agency's business. Any employee conduct that violates this standard will not be tolerated.

Harassment is a form of misconduct that undermines the integrity of the employment or clientele relationship. All employees must be allowed to work in an environment free of unsolicited and unwelcomed sexual overtures. Sexual harassment weakens morale and interferes with the work productivity and is covered under our Non-Harassment Policy.

Harassment based on sex is a violation of Federal and State laws. Unwelcome sexual advances, request for sexual favors, and other unlawful verbal or physical conduct constitutes sexual harassment when 1) submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, 2) submission or rejection of such conduct by an individual is used as a basis for an employment decision affecting such individual, or 3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. Any MAAC employee who uses implicit or explicit coercive sexual behavior to control, influence, or affect the career, salary, or job of an employee is engaging in sexual harassment. Similarly, gestures or physical contacts of a sexual nature that are unwelcome and interfere with work productivity constitute sexual harassment. All employees should be aware that such action is subject to appropriate disciplinary action.

Complaints or concerns about harassment, sexual or otherwise, should be directed to the employee's immediate supervisor or Human Resources Director or designee. Complaints and concerns will be examined and resolved in an impartial, prompt, and confidential manner.

Open Door Policy and Parent's Rights

MAAC Child Development maintains an open-door policy.

Parents have the right to:

- Visit their child's center without advance notice at any time during normal hours of operation. However, access to the centers can be denied when behavior or illness poses a threat to the health and safety of the children, staff, volunteers, and families. Access can be denied to a non-custodial parent when a copy of a court order is in the child's file.
- Access and review their child's file with the child's Teacher or Family Service Worker.

- Give their input and concerns regarding their child, staff, or the facility to the appropriate staff, at an appropriate time, in a respectful manner.
- Request a meeting with any staff when they have concerns regarding their child, staff, or the facility.
- Volunteer in the classroom.
- Be addressed in a respectful manner by everyone who enters the facility.
- Place their children in a safe and secure environment where they can grow and learn.
- Expect that information regarding their child and family be kept confidential and only shared with relevant staff. If information is needed by other entities, MAAC MUST receive written permission from parent or guardian to disclose confidential information.
- Give or refuse permission for screenings and assessments after receiving all the information regarding the need and purpose of screenings and assessments.

Parents' Responsibilities

Parents have the responsibility to:

- Drop off and pick up children on time.
- Follow program policies.
- Follow the health policy and keep ill children at home or pick up children promptly when they become ill during the day.
- Spend enough time during drop off and pick up for staff to do daily health checks and provide information about their child's day.
- Notify center staff when a child will be missing class and if able provide a reason for the absence.
- Be on time when a meeting, parent teacher conference or home visit is scheduled.
- Respect and comply with the rules of the classroom and center when volunteering.
- Respect the culture, identity, language, customs, values, and personality of each child, staff, and others who they come into contact within the center.
- Maintain a safe and secure environment at the center for all children, families, and staff.
- Respect the rights of other families and staff by not sharing confidential information.

COMMUNITY CARE LICENSING DIVISION

**CHILD CARE CENTER
NOTIFICATION OF PARENTS' RIGHTS**

PARENTS' RIGHTS

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

1. Enter and inspect the childcare 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 childcare 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 childcare 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 childcare 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:	CCL San Diego Regional Office	CCL Riverside Regional Office
Licensing Office Address:	7575 Metropolitan Drive, Ste. 110 San Diego, CA 92108	3737 Main Street, Ste. 700 Riverside, CA 92501
Licensing Office Telephone	(619) 767-2200	(951) 782-4200

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

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:

Community Care Licensing

7575 Metropolitan Drive, Suite 110, San Diego, CA 92108

(619) 767-2200

OR

Riverside Regional Office

3737 Main Street, Suite 700, Riverside, CA 92501

(951) 782-4200

**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 childcare by licensing child care centers. Our highest priority is to be sure that children are in safe and healthy childcare settings. California law requires a background check for any adult who owns, lives in, or works in a licensed childcare 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 childcare 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 childcare 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 childcare 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 childcare, you have the right to ask the licensed childcare 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 childcare home or center must tell you the person's name and how he or she is involved with the home or center and give you the name, address, and telephone number of the local licensing office. You may also get the person's name by contacting the local licensing office. You may find the address and phone number on our website. The website address is <http://cclid.ca.gov/contact.htm>.

IMPORTANCE OF MAINTAINING REGULAR SCHOOL ATTENDANCE

For children to receive the maximum benefit of early childhood care and education, it is important that they attend the program every day and that parents work in collaboration with the center staff to maintain the child's regular daily attendance. There are, of course, circumstances that will impact your child's attendance - illness or unforeseen circumstances prevent your child from attending. Parents/guardian are responsible to notify the center staff each day when the child is absent.

Research shows that missing 10% of preschool (two days per month= absent 24 days per year= Your child's learning is 1 month behind their peers)

- Make it harder to develop early reading skills.
- Make it harder to get ready for kindergarten and first grade.
- Develop a poor attendance pattern that is hard to break.

We care about the safety of your child, if your child is unexpectedly absent and we have not heard from you, you will receive a call from **the center within one hour of start time.**

After three (3) consecutive unexplained absences or if attendance is irregular and you have not notified your child's center, you will receive a home visit. The teacher and/or Family Service staff will meet with you to discuss ways to improve your child's attendance and discuss ways that the program can support you to ensure regular attendance.

If regular attendance cannot be established, another child on the priority list must be given the opportunity to enroll in the program. Families will be given the opportunity to establish regular attendance and will be withdrawn from the program only when they are unwilling or unable to participate.

Emergency Information

If your child becomes ill or injured while at the center, you will be notified and either you or someone on your emergency list must come for your child immediately. It is very important that your emergency data card is kept current. Should any information change on the card, please notify your child's teacher, family service worker/advocate or the Center Director as soon as possible. We will also request updates made on this card during the Home Visit or Parent/Teacher conference.

Court Orders

Parents must notify their Center Director if court orders including a restraining order is obtained for any individual that regularly interacts with the child. Staff will follow all restraining orders to ensure the safety of all involved. The Center Director will need a current copy on file. In accordance with Megan's Law, registered offenders may not drop off or pick their children or be within 200 feet of any MAAC facility.

MAAC will not provide character statements or testimony for parents undergoing separation/divorce.

Experience and Training of Staff

The program Center Directors and Teachers meet or exceed the early childhood education licensing requirements for the state of California and are provided with ongoing professional development throughout the year. All center staff receive a minimum of 21 hours of professional development annually. For more information about staff experience and training, please talk with your child's Teacher or your Center Director.

Positive Child Guidance

MAAC uses Positive Child Guidance to assist children in developing self-discipline and self-regulation skills. Children need to be offered choices and opportunities to make decisions. Teachers use positive language at school to help children become more confident and independent. When teachers tell children what they **can** do, children begin to manage themselves, classroom routines and interactions with peers. For example, a child who is throwing sand on the playground can be shown that, instead, she can use a shovel to put the sand in a bucket. The teacher might say, "If you want to play with the sand, you can fill this bucket. Would you like a blue bucket or this red one? In this way, the teacher honors the child's interest, but directs them to a more appropriate play choice. Staff model behavior by:

- **Listening** to children and responding with respect.
- **Modeling** patience and positive reactions to children's behaviors, providing children with words to describe their feelings and actions.
- **Redirecting** frustration and aggression, using gentle reminders when appropriate.
- **Positive attention** focused on desired behaviors with less attention toward inappropriate actions.
- **Teaching** children the desired behaviors and what to do when strong emotions arise.

In order to build mutually respectful, trusting, and nurturing relationships with children, **we will not use** verbal, physical, or emotional punishment, nor a threat of attack or violence toward children, as a form of discipline. Similarly, we cannot allow anyone, including parents to do so within our program. We work with children and their families to find alternatives that are culturally sensitive and age appropriate.

Children who display inappropriate or aggressive behavior in the classroom or on the bus, need everyone's support in changing the undesired behavior. A Behavior Management Plan will be developed to help the child develop socially positive behaviors. For more information on the *Behavior Management Plan*, see the Mental Health section of this handbook.

Photo/Video Release

Frequently we take pictures of the children while they are working in the classroom, on the playground and on field trips. We use these pictures/video for agency trainings, on the child's cubby, center displays, and photo albums as well as for MAAC Child Development Program newsletter articles, annual report and recruitment materials. We will ask you to sign a release permitting us to take and use photos of your child. These will usually be taken in a group with others or alone.

To ensure the privacy of the children and families enrolled we ask that you refrain from taking any pictures on our premises or during field trips that include images of children other than your own child. This request also applies to audio or video recordings of children and posting on social media.

Sunscreen

Parents are asked to apply sunscreen for their children before school. If their child needs to have sunscreen thought out the day parents will be asked to complete an Individual Health Plan with the instructions noted on the Individual Health Plan. Sunscreen is considered an over the counter medication sunscreen will be applied as per instructions on the container. The sunscreen brand and reference to the ingredients must also be listed on the container.

Provision of Diapers/Baby Wipes

For children who need diapers/pull-ups/wipes, MAAC Child Development Program will provide a generic brand for children at no cost to families during the part of the day that the child is at the MAAC Child Development

center or participating in program activities. Parents who prefer a specific brand may provide that brand of diapers/pull-ups/wipes for their child.

Blackboard Connect and E-mail Messages

We contract with Blackboard Connect, a mass notification system that lets us send updates and emergency alerts to all the families enrolled in the program. We do this through emails, phone call, text messages or social media channels. We have learned that during emergencies such as recent COVID-19 we need to be able to provide all families with fast and accurate messages with any center closures, or information related to the center where their child attends. We may also ask you to check our webpage at www.maacproject.org or [Facebook](#) for emergency messages.

In addition to sending out messages during emergencies, we will be sending messages to families for parent meeting reminders, notification of special events or changes that may be of importance to families. For these reasons, we ask that you maintain your contact information, including e-mail address up to date. When you receive this call or message please listen or read it carefully.

Required Screenings and Assessments at a Glance

To support your child’s healthy development and to identify any health or developmental issues needing intervention, all children receive nutritional, medical, dental, behavioral and developmental screenings within specific timelines. For more information about the screenings and assessments for each service area see the appropriate section of this handbook or talk with your child’s teacher or family service worker/advocate.

Early Head Start Requirements

Screening & Assessment Tool	Description
Well baby exam obtained within last 12 months and no later than 30 days from the date of entry into the program.	To meet State licensing requirements All children attending full day/part day childcare must have current physical exam. Well baby exam must include all screenings required by the State.
ASQ-3 and ASQ-SE	The Ages and Stages Developmental and Social Emotional Screenings will be completed by the parent with the assistance of the teacher.
Age-appropriate dental screening/exam at 12 months.	Every child is required to have an age-appropriate dental screening/exam. At age one, parents are encouraged to take their children to have an age-appropriate screening by dentist.

Head Start Requirements

Screening & Assessment Tool	Description
Physical examination completed by the first day of school or have an appointment scheduled no later than 30 days from the date of entry into the program.	A complete physical exam requires screenings such as HGB, lead, blood pressure, TB clearance, hearing and vision to be completed by the first day of school. This exam is to be completed by the child’s primary doctor.
Dental examination	Every child is required to have an age-appropriate dental screening/exam annually with the 6-month recommended cleaning/follow up. Head Start requires children to have Dental exam with in the first sixty days of the child’s date of entry in to the program.

Screening & Assessment Tool	Description
Medical or dental follow up	If the physical exam or dental exam requires follow up treatment, the follow up must begin within 2 weeks of identified concern.
ASQ-3 and ASQ-SE2	The Ages and Stages Developmental Screenings will be completed by the parent with the assistance of the teacher.

Violence Free Workplace

MAAC is committed to maintaining a healthy and safe environment for all by providing a violence-free workplace. We strictly prohibit employees, consultants, clients, visitors, or anyone else on childcare premises from behaving in a violent or threatening manner. In alignment with MAAC's mission to serve and support all children and families, the delivery of high-quality programming is of ultimate priority. We seek to prevent workplace violence before it begins. Every threat of violence is serious and must be treated as such. Threatening behavior may include such actions as:

- Attempting to intimidate or harass other individuals
- Making menacing gestures or engaging in physically aggressive or violent behavior
- Throwing objects
- Using aggressive language that is not permitted in the workplace
- Making threats to harm another individual or to destroy property or encouraging others to do so on one's behalf

Parent Concern Procedures

While MAAC Child Development Program (CDP) seeks to provide a positive experience for parents, families and community involved in the program, there may be instances when concerns may occur. As part of the General Administration of the program, a method of hearing and resolving parent complaints/concerns must be clearly established by the program.

POLICY:

MAAC CDP recognizes the need to quickly and fairly resolve parent concerns or complaints that arise with the program operations at the lowest level. MAAC CDP agrees to provide the necessary forms, procedures and training to effectively implement this policy. The Director of Child Development is the primary responsible agent for overseeing this policy.

This policy is posted on the Parent Bulletin Board at each center. Every effort will be made to maintain confidentiality of all parties concerned when dealing with parent concerns.

Parents are encouraged to address their concerns by talking to their child's teacher or Center Director where the child attends. If issues cannot be resolved at the center level, parents are encouraged to submit their concerns/complaints in writing utilizing the **Parent Written Complaint form (PE-503)** and submit to their Teacher or Center Director.

Steps to address written concerns/complaints:

- Step 1: Center Director, other staff if necessary and parent meet to come up with a resolution or develop an action plan within five (5) working days of the receipt of the concern/complaint. If parent is satisfied, staff documents resolution. *Note: The Director of Child Development will be made aware of concern and progress.*
- Step 2: If not resolved, Area Manager will be notified to schedule a meeting with the parent within (2) working days. If parent is satisfied, the Area Manager documents resolution. *Note: The Director of Child Development will be made aware of concern and progress.*

- Step 3: If still not resolved, the Assistant Director will be notified to schedule a meeting with the parent within (2) working days. If parent is satisfied, the Assistant Director documents resolution. *Note: The Director of Child Development will be made aware of concern and progress.*
- Step 4: If still not resolved, Director of Child Development will be notified and convene a meeting with the parent within (5) working days. *Note: The Director of Child Development will report to the PC Executive Committee the progress of any complaint received.* Director of Child Development will present a resolution to the parent. The Director of CDP's decision is final.

SERVICES FOR CHILDREN WITH SPECIAL NEEDS (DISABILITIES)

Early Head Start/Head Start has maintained a nation-wide policy of open enrollment for all eligible children by encouraging “the inclusion of children with special needs in an integrated setting.” The idea of inclusion is to create an environment where all children are welcome, involved, and given opportunities to succeed. This includes supporting children in receiving their specialized services and determining the best placement to meet their individual needs. We demonstrate a commitment to early intervention services and support families and fully participate in the development of the IFSP/IEP, as well as assist in the implementation of services.

In collaboration with parents, the staff and/or Disability team will:

- Promote cooperation, coordination, and collaboration between the Early Head Start/Head Start program and the San Diego Regional Center/School District
- Provide the least restrictive environment to children with special needs by modifying the environment to accommodate their individual needs
- Individualize activities for children based upon their written Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP) goals and objectives
- Encourage parents to be strong advocates for their rights and responsibilities of their children
- Send referrals to Regional Center/school districts for further evaluation and facilitate the process if needed
- Commitment to support families and ensure that each child receives the specialized education and supports needed to participate in the program

Developmental Screening

Each child receives developmental screenings within 30 days of enrollment. Developmental screenings are designed to provide a “snapshot” of the child’s development in the following areas: communication, gross motor, fine motor, problem solving, personal skills and social/emotional development. The purposes of the screenings are to identify children who may need further evaluation and support. You and your child’s teacher will complete the screenings. These screenings are completed with the parent’s consent and the results are shared with the family. Family-friendly activities will be offered to parents to teach in a fun and easy way in supporting their child’s progress in key developmental areas. If concerns are identified in these screening tools, our program offers a referral process for your child to be evaluated to see if he/she qualifies for early intervention services through the school districts, for preschool age children or your local Regional Center for children birth to 2 years 9 months. All communication is done confidentially and with the parent’s approval.

Early Intervention services can help you and your family:

- Learn the best ways to help your child succeed inside and outside of school.
- Support and promote your child’s development so that he/she is ready for kindergarten.

Early Intervention services can be provided anywhere in the community, including:

- Your home.
- Your childcare center.
- Recreational centers, play groups, playgrounds, libraries, or any place parents and children go for fun and support.

As a parent, you help decide:

- What early intervention services your child and family needs.

- The outcomes/goals of early intervention that are important for your child and family.
- When and where your child and family will get early intervention services.
- Who will provide services to your child and family.

You are the most important person in your child's life. You know your child best. You understand your child's needs, and what is helpful and what is not. You have the most information about – and responsibility for – your child's growth and development. Our Developmental Services Department is available to offer guidance and support through the entire process of evaluation and service delivery.

EDUCATION & EARLY CHILDHOOD DEVELOPMENT

MAAC CDP promotes School Readiness through activities and interactions that support educational goals for children. These goals promote developing knowledge, skills and abilities for preschoolers in:

- Physical Development & Health
- Social Studies Knowledge and Skills
- Social and Emotional Development
- Approaches to Learning
- Logic and Reasoning
- Language Development
- Literacy Knowledge & Skills
- Math Knowledge & Skills
- Scientific Knowledge & Skills
- Creative Arts Expression

And for infants in toddlers in:

- Learn about self and others
- Learn about the world
- Learn about moving
- Learn about Community

We support parents as their child's first and most important teacher. Parents are invited to give input into the curriculum by suggesting classroom activities and by setting goals for their child. We call these goals that are developed in collaboration with the child's teacher an ***Individual School Readiness Goal***. The plan is developed and updated during home visits and parent teacher conference and is used to help plan classroom activities. We also ask parents to share information with teachers about their child's progress, growth, and development. For more ways to support your child's education, talk with your child's teacher or Center Director.

The Creative Curriculum

We use the *Creative Curriculum* as the primary curriculum in the classroom. The Creative Curriculum is based on a strong foundation of theory and research about how children develop physically, socially, emotionally, and intellectually.

Research shows children learn best through being actively involved with parents, teachers, and other children and by interacting with the learning materials in their indoor and outdoor environments. The *Creative Curriculum* emphasizes the importance of social and emotional skills children need to succeed in school and in life. The curriculum promotes the process for developing and learning through both child-selected and teacher-led activities.

We use *Growing Great Kids*, and *Partners for a Healthy Baby* along with the *Creative Curriculum Learning Games*, and other Creative Curriculum teaching resources during home visits in Early Head Start and Head Start Home Based program option.

Child Ongoing Assessment

Early Head Start/Head Start requires teachers to assess children's developmental progress during the year. Our program uses the **Desired Results Developmental Profile (DRDP)** to measure your child's educational progress. Parents are asked to share with teachers and home visitors their observations of their child's growth and skill development. Teachers will share observations and work samples with parents informally during daily contact and formally during parent teacher conferences and home visits, (see Family & Community Engagement for more information about Home Visits).

FAMILY & COMMUNITY ENGAGEMENT

MAAC Child Development is committed to engage families and children through various ways in order to help support the family's well-being. Our efforts also include comprehensive strategies that encourage and build strong parent child relationships as well as ongoing learning. We provide a variety of parent leadership opportunities throughout the program that are flexible while parents engage in advocacy. Some of the parent engagement opportunities include parent teacher conferences, home visits, the policy council, center parent meetings, parent educational workshops, family engagement events, classroom volunteer opportunities, Ready Rosie, and take-home family fun packs. We encourage families to take advantage in these different leadership opportunities or to participate in any event the program has to offer.

Classroom Volunteers

MAAC CDP supports parents as their child's first and most important teacher by maintaining an Open Door Policy that allows you, as a parent, to visit at any time. You are always welcome and encouraged to participate in your child's day. Parents are welcome in our program and are a vital part in their children's learning and development. We encourage each parent to take an active role in their child's class. It shows your child you support them in their learning adventure and school experience.

Immunization Regulations

State Law requires MAAC to ensure that all personnel, including volunteers, are in good health, and shall be physically, mentally, and occupationally capable of performing assigned duties. This policy is applicable to all MAAC volunteers, including current parents.

Volunteers at the MAAC's Child Development Program shall comply with the Health and Safety Code Section 1596.7995 as outlined below.

http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=1596.7995.&lawCode=HSC

Tuberculosis

TB assessment and/or testing requirements are applicable to volunteers who provide on-site services. If you attended school in this state and need help locating your immunization records, please visit the California Immunization Registry (CAIR). <http://cairweb.org/wheres-my-immunization-record/>

Measles Vaccination Requirement

All volunteers assigned to MAAC's Child Development Program need to provide vaccination records for measles by one of the following methods:

- A copy of an immunization record with evidence of a measles vaccine; OR
- A copy of a Titer Lab Test documenting immunity to measles; OR
- A statement from a physician affirming that there is a medical reason not to vaccinate you; OR
- A statement from a physician affirming immunity to measles.

Pertussis Vaccination Requirement

All volunteers assigned to MAAC's Child Development Program) need to provide vaccination records for Pertussis by one of the following methods:

- A copy of an immunization record with evidence of a pertussis vaccine; OR
- A copy of a Titer Lab Test documenting immunity to pertussis; OR
- A statement from a physician affirming that there is a medical reason not to vaccinate you; OR
- A statement from a physician affirming immunity to pertussis.

Influenza (flu) Vaccination Requirement

Beginning 2016, and annually thereafter, all volunteers assigned to MAAC's Child Development Program will be required to provide vaccination records by one of the following methods:

- A copy of a vaccination record showing an influenza (flu) vaccine administered between the dates of **August 1 and December 1 of each year**; OR
- A statement from a physician affirming there is a medical reason not to vaccinate - Flu viruses change each year, which is why a vaccine is now required annually. (The vaccine is usually available in August each year); OR
- A signed statement of declination and declination reason from the employee or volunteer (ask the teacher for a form).

COVID-19 Immunization

Effective January 31st, 2022, all Head Start staff, certain contractors, and volunteers in classrooms or working directly with children must be fully vaccinated for COVID-19.

Community or Emergency Crisis Referrals

Referral resources are available for families with a variety of local community services and resources. You can also go online or call the San Diego referral number 211 or talk with your child's teacher or the center Family Service staff for more information. **See the back of this book for a complete referral list in your community.**

Constant Contact E-Mail List

MAAC CDP utilizes the platform Constant Contact to maintain communication with families throughout the program year. Each month families will receive a monthly update on resources and events happening in their community such as food distributions, family engagement events, job listings, etc. On a quarterly basis, families will also receive a Family Newsletter with educational resources, timely articles, and updates on MAAC's Child Development.

Family Partnership Agreement Process

MAAC staff and partners build relationships with families that will develop into respectful partnerships over time. These partnerships support family well-being and help families to meet their goals for themselves and their children. Your Family Service Worker/Advocate will meet with you to develop family goals. To help families meet their goals, the program offers a variety of education opportunities such as parenting classes, nutrition education and resource workshops just to name a few. Strong, healthy families give their children the best chance at success in school and in life.

Parent Teacher Conferences & Home Visits

Early Head Start/Head Start regulations **require** that each child's teacher meet formally two times per year with the parents/caregivers in their homes and two times per year in the center for a parent and teacher conference. These home visits and conferences are to set School Readiness goals, review your child's progress, and to share information. Teachers schedule home visits and parent teacher conferences beginning at time of enrollment before winter break, in February/March and before the end of the school year in April/May/June.

ReadyRosie Parent Engagement On-line Application

MAAC CDP offers all parents registration in Teaching Strategies ReadyRosie. ReadyRosie is an on-line parent engagement application designed to support parents as their child's first and most important teacher. Weekly

“modeled moment” videos are sent from ReadyRosie to families via e-mail and/or text message. These modeled moment videos are short and provide examples of learning opportunities parents have and do with their children in everyday locations. ReadyRosie promotes parenting skills in children from birth to Third Grade. Once parents are connected to ReadyRosie they can continue to use and receive the support as they transition from our program to kindergarten and beyond.

Parent Advisory Committee/Parent Center Committee (PAC)

All parents or legal guardians of currently enrolled children are members of the PAC. The committee meets monthly at a time when is most convenient for the majority of the families at each center. Through the Policy Council and the PAC, parents are empowered to actively participate in the shared decision-making process affecting policy changes in the program.

At PAC meetings, parents are encouraged to:

- Become a member of the planning team
- Run for and elect Policy Council Representatives and Parent Center Committee officers
- Discuss general program and center information
- Discuss concerns and issues that are specific to their center or option
- Initiate suggestions and help plan specific curriculum activities, and generate topics of interest in the areas of health, mental health, parent education, etc.
- Learn more about program services, activities, and community resources.

Fundraising is not permitted in our program.

Policy Council & Parent Advisory Committee

Representatives are elected from each center parent committee at the beginning of the school year to represent their center and serve on the Policy Council. Policy Council members are a part of the collaborative decision-making experience that has made Head Start a success over the past 55 years of its existence.

The Policy Council meets monthly to provide formal channels for parent engagement in the decision-making of the program. Standing committees: Personnel, Finance, and Program meet prior to the Policy Council to discuss current issues and program updates.

The Policy Council is an excellent opportunity for parents to develop leadership skills and provide a meaningful contribution to our program. The Policy Council works in partnership with key management staff and MAAC Board members to develop, approve or disapprove:

- Funding applications
- Program’s philosophy
- Criteria for defining recruitment, selection & enrollment priorities
- The annual self-assessment
- New site locations and program options
- As well as other program requirements

The Policy Council Representatives also help encourage parents to participate at their centers, take information back and forth to Policy Council and Parent Center Committee.

Parents on Policy Council or Standing Committees will be reimbursed for gas and childcare expenses in accordance with approved policies. Childcare is provided onsite for all Policy Council meetings.

If I am elected to the Policy Council I can expect:

- To take part in major policy decisions affecting the planning and operation of the program
- To help develop adult programs which will improve daily living for my family and myself
- To be able to learn about the operation of the Program, including the budget and the level of education and experience required to fill various staff positions
- To take part in planning and carrying out programs designed to increase my skill in areas of possible employment

As a Policy Council member my responsibilities are to:

- Represent my center
- Share information about my site programs with the Policy Council
- Report back to my site what I have learned at the Policy Council
- Attend all Policy Council Meetings
- Participate in Policy Council Committee work
- Respect others as I want to be respected
- Participate as a responsible member of the Policy Council
- Speak the truth
- Abide by the Policy Council Bylaws

Fathers in Action

Father engagement is a vital and integrated aspect of parent, family, and community engagement work. Head Start and Early Start staff engage fathers and father figures as advocates, lifelong educators, and first teachers of their children. Male family members and father figures serve key roles in the healthy development of their children and families and have much to add to their Head Start communities.

Fathers in Action is a two-fold approach to male engagement, involving leadership committee and a monthly workshop series. The leadership committee collaborates with MAAC staff to identify opportunities for male caregivers to engage meaningfully in the program and to develop family engagement events, lead efforts to increase MAAC's visibility in the community and host monthly workshop series for male caregivers. These workshops include literacy, group discussions with qualified child development staff, information sessions with community partners, or activities for father figures and their children. **Please speak to your Family Service Staff or Center Director if you are interested in joining.**

Parents in Action Facebook Group

MAAC Parent's in Action Facebook group is utilized to communicate with families, in real-time, community resources and events, as well as share updated about the program. The group is open to all MAAC Families and can be accessed using the following link: <https://www.facebook.com/groups/maacparentsinaction>

Next Level: Parent Workforce Development Program

Next Level was created for MAAC Child Development Program enrolled families to obtain specific industry-related training, career coaching, and employment-seeking skills. All participants will take a skills course and set specific career goals aimed at completing individualized training, or educational courses.

In addition to career pathways such as Health Care or Trade Skills, MAAC will be offering a Child Development Pathway. Program participants will have an opportunity to receive a hands-on classroom training, at their child's center (eligible participants will receive a stipend).

MAAC Staff will offer supportive services and case management throughout the length of the program. Please let your Family Service staff know if you are interested or apply using the following link: <https://maacproject.org/nextlevelparent/>

In-Kind – Non-Federal Share

Early Head Start/Head Start agencies are required to meet a non-federal share requirement. MAAC's share of the total program cost is also known as the "Matching or In-Kind" portion. The non-federal portion may be provided in cash or in-kind by volunteer services or donated goods. In-kind represents the value of goods and services donated and counted toward the agency's share of program costs.

MAAC Child Development administrative staff and center staff encourage volunteer service and donated goods to meet the contractual obligation for the "in-kind" match. Your time is valuable! Please make sure that you sign the volunteer form every time you come to the center to volunteer or fill out an in-kind form when you help the teacher at home with classroom activities.

Talk with your child's teacher, Family Service Worker or Center Director for more ways you can assist us in meeting our in-kind requirement. **Please note that due to licensing regulations parents may not bring non-sibling children during class time.**

EHS Transitioning to Head Start

Early Head Start regulations require that children re-apply for services in order to be considered for the Head Start Program.

- When your child is age 2 years and 6 months (30 months), Teachers/Family Partners/Providers will begin to discuss with your family the transition to Head Start or another preschool program in the community.
- Applications will be taken for all children who are age eligible to transition to Head Start for the upcoming school year beginning in March with current eligibility information.
- Children who will be 3 years old by December 1st and qualify will be enrolled in a Head Start Program at the start of the school year (if availability permits). They will not be re-enrolled in Early Head Start.
- The State of California License determines the age and capacity for each center. This will determine how long your child will be able to stay at the current center in the current classroom.

Due to an increase in their income, we recognize that families may no longer meet the income guidelines for Head Start services when their child turns 3 years. Many families may need and be qualified for other subsidized childcare. Families are provided with referrals and are encouraged to apply for subsidies while their child is in Early Head Start as these programs often have waiting lists.

At Three Years:

MAAC will make every attempt to transfer qualified children who turn 3 years after September 1st to a Head Start center. Families found to not qualify due to income or who choose not to apply are given notification of the date of their child's last day in the program.

FCC Providers and staff will work with the family to make every attempt to ensure other childcare has been arranged. Family may become community family for FCC, if provider has space available and both family and provider agree to continue the care arrangements.

Transitioning to Elementary School

Kindergarten transition occurs throughout the school year providing you and your child the opportunity to be prepared. MAAC Head Start promotes and supports the transition process by encouraging continued involvement and advocacy by parents in their children's education. A kindergarten teacher or school administrator will be invited to speak at a parent meeting. This person will give an orientation to the Elementary

School system and let you know what you and your child need to know before transitioning to kindergarten. The staff will provide education activities and information to assist you in preparing your child for the transition.

Kindergarten Age Requirement

Districts must admit children at the beginning of the school year (or whenever they move into a district) if they will be five years of age on or before September 1 (EC Section 48000[a]).

Transitional Kindergarten Age Requirement

Transitional Kindergarten is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Each elementary or unified school district must offer transitional kindergarten classes for all children eligible to attend. A child who completes one year in a transitional kindergarten program, shall continue in a kindergarten program for one additional year. A child is eligible for transitional kindergarten if they have their fifth birthday between September 2 and December 2.

Before the end of the school year, your child will visit a local kindergarten classroom. This visit helps to familiarize your child with the daily routine of the kindergarten class. In addition, you and your child's teacher will complete an information letter that will be forwarded to your child's new school. This letter gives you the opportunity to share information about your child's school readiness, and anything else you feel the teacher needs to know to make your child's transition to kindergarten a success.

If you need assistance in finding a before-and after-school childcare provider for your child, please ask your Family Service Worker/Advocate at your Head Start Center for a list of programs in your area.

HEALTH SERVICES

Prevention & Early Intervention

Prevention and early intervention are an important part of Head Start and Early Head Start. We strive to provide a healthy environment to promote the growth and development of each child. In addition, we place a high priority on ensuring that children have a medical and dental home (health insurance and an ongoing source of health care), and that Preschool age children receive complete annual physical exams according to the state's Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) schedule. We follow practices required by Federal and State regulations to prevent injury and the spread of diseases.

Medical & Dental Home

We place a high priority on children having a medical and dental home in order to make sure that your child is receiving adequate medical and dental care. Encouraging parents to obtain medical insurance coverage is part of the program services. **Family Service Workers and Home-Based teachers will work with parents to ensure that all enrolled children have medical and dental homes.**

Physical Exam

MAAC Child Development Program enforces the State Immunization Law: "No Shots, No School". Your child must have all needed immunizations according to their age on the first day of school. Also, a physical exam is another program requirement within the first 30 days and as needed per the Periodicity schedule. We encourage you to obtain a complete physical exam and TB clearance by the first day of school. A complete physical exam includes all of the following screenings:

- All needed shots (immunizations)
- Growth and developmental check up
- Blood Pressure
- Vision and Hearing screenings
- Lead Screening at 12 and 24 months
- Height and Weight Measurements
- TB clearance

If your child does not have a physical exam or TB clearance, he/she must have an appointment on file within the first 30 days of entry to the program. It is the parent's responsibility that the appointment is kept and a complete physical along with a TB clearance is turned into the center.

If physical exam or TB clearance have not been completed and there is no appointment set for your child within the first 30 days of entry to the program, your child may be temporarily excluded.

If you have any questions regarding any of the additional screenings and assessments, please ask center staff for guidance.

Dental Exam

MAAC Child Development Program requires a complete dental exam for your child. Insurance must be secured if a child needs extended dental care. MAAC Head Start may be able to assist with some of the cost in special circumstances and as a last resort. To request assistance in dental treatment cost, speak with your Family Service Worker or your child's teachers.

Please note that parents/guardians should be present at all medical and dental examinations.

Parents will be asked to obtain a complete dental exam by the first day of school. For children in Early Head Start, the child must have a dental screening at 12 months. Head Start children 3-5-year of age must have a dental exam annually. Parents are encouraged to follow up with dental cleaning and care with their child's dentist every six months.

Children with Chronic Health Conditions

Parents are required to notify site representatives if their children require medication at the time of enrollment or if they are identified during the school year. All parents of children with chronic health condition are required to obtain instructions for administration of medication/recommendations from their physician including medication and health plan prior to entry to the school.

Head Lice

Head lice is a common concern in all child development centers. Check your child often to reduce the spread of head lice. If you would like to learn more about head lice ask your child's teacher or Family Service staff for resources on controlling and reducing the spread of lice. More information on treatments can be found in this website: <https://www.cdc.gov/parasites/lice/head/treatment.html>

MENTAL HEALTH SERVICES (BEHAVIOR HEALTH)

MAAC Child Development Program supports the behavioral and mental health for every child and family in our program. The program provides timely supports, intervention, and services. Children and families need to have a strong social and emotional foundation to be ready for school.

Program services are designed to promote the health and well-being of children and families. Our goals are to:

- Strengthen family relationships
- Build positive relationships between children, their peers, and their teachers
- Learn about, understand, and express emotions in healthy ways, build social-emotional skills
- Enhance positive self-concept
- Develop skills to solve challenges and to manage stress

By asking parents for information, observations, and concerns about their child's mental and behavioral health, MAAC staff can assist parents anticipate and understand their child's behavior and development. If a need is identified, a referral may be sent for Mental Health and/or Behavioral Support Services, or other resources /referrals in the community will be made available at any time. The Mental Health team will provide individualized case management and family centered services.

Behavior Support Intervention Plan

Our goal is to help your child have successful relationships and learning experiences to support their school readiness. Sometimes a more formal plan is needed to help support and guide children to more socially acceptable classroom behavior. The Behavior Support Intervention Plan begins in the classroom when a child is having a challenging time. Pushing, hitting, kicking, or fighting over a toy are all 'normal' behaviors we see with children at one time or another. Our job is to learn what the behavior is communicating and to teach children to find other ways of getting what they want and need in the classroom through developing friendship skills, managing their own emotions, negotiation, compromise and turn taking. A Behavior Support Intervention Plan is developed by MAAC using information gathered from teaching staff, parents/guardians, collateral agencies and others who have information that may assist in creating successful intervention and strategies. Parents will be included in creating a strength-based plan to help the child develop appropriate classroom skills in order to keep all children and staff safe and make this a positive experience for all.

NUTRITION & FOOD SERVICES

Early Head Start

An individual feeding plan will be completed for each infant prior to the child's first day at the center. Infants are fed in accordance to the plan.

The plan will include:

- Any instructions from the child's physician relating to special diet and feeding.
- Breast milk or formula type
- Schedule for introducing solid foods and new foods
- Food consistency
- Food like and dislikes
- Food allergies
- Introduction of cups and utensils

Arrangements for privacy will be made for mothers who wish to nurse their child at the center. All Infants will be held by a staff person or parent during bottle feeding. Children are not allowed to walk and carry a bottle/cup. They will be encouraged to sit in a chair at the table or to be held by an adult. Special meal accommodations are offered to children with special diets or food preferences.

Special dietary needs of children are accommodated according to the child's doctor's written recommendation. For example, if your child must drink soy milk or has allergies, a form signed by a doctor is required to offer a replacement to milk. If your child has food allergies, please let us know at the first contact with our staff. Meal accommodations are offered to children with special diets and some food preferences. All meals are provided at no cost to children enrolled in the program.

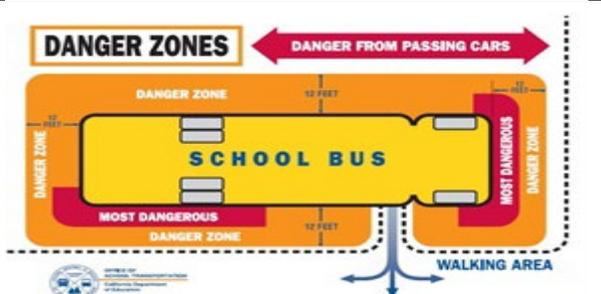
PEDESTRIAN SAFETY

School Bus Loading Zones & "Pedestrian Safety"

Wait in a safe place with your child. Stay at least 12 feet away from the edge of the roadway. If you drive your child to the bus stop, please park on the same side of the street as the bus in a safe place. This is to avoid your child having to cross the street. Respect other people's property while at the bus stop. Do not run across or play in people's yards, or climb on their trees, fences, or walls. Stay on the sidewalk at the bus stop.

Walk!! Don't run. Stay on sidewalk or if there is no sidewalk, stay as far as possible away from traffic. Walk facing oncoming traffic. Cross the streets only at intersections or crosswalks. If children must cross the street, an adult must escort the child. Hold your Child's hand while you and your child cross the street. You and your child must not cross in front or behind the bus unless the bus driver crosses you both.

School Bus Danger Zones



The diagram illustrates the danger zones around a school bus. A yellow school bus is shown with a red double-headed arrow above it labeled "DANGER FROM PASSING CARS". The bus is surrounded by a red "DANGER ZONE" that is 12 feet wide on both sides. The front and rear of the bus are labeled "MOST DANGEROUS DANGER ZONE". A blue "WALKING AREA" is shown in front of the bus, with arrows indicating the direction of pedestrian movement. A small logo for the Department of Transportation is visible in the bottom left corner of the diagram.

The Danger Zone is the area on all side of the bus where children are in the most danger of being hit. Children should stay twelve feet away from the bus (or as far away as they can) and never go behind it. They should take six giant steps in front of the bus before crossing so they can be seen by the bus driver.

Red Light Crossing Instructions



A close-up photograph of the top of a yellow school bus. The bus has "SCHOOL BUS" written on its side in black letters. The flashing red light system is visible, with two red lights illuminated. The background shows a clear blue sky.

Effective January 1, 1998
Whenever a school bus stops to load or unload students, the flashing light signal system will be in operation at all times, whether the children cross the road or not.

For the safety of our children
You must stop when you see the flashing red lights, whether you are approaching or are behind the school bus.



MAAC Child Development Program List of Locations

<i>Del Dios Center</i> 835 W. 15th Avenue Escondido, Ca 92025 EHS LIC 376701309 HS LIC 376700772 (760) 747-7027	<i>Eureka Center</i> 3368 Eureka Place Carlsbad, Ca 92008 LIC 376700775 (760) 720-4378	<i>Fallbrook Street Center</i> 405 W. Fallbrook Street Fallbrook, CA 92028 EHS LIC 376700650 HS LIC 372006255 (760) 723-4189	<i>Fallbrook View Center</i> 901 Alturas #A Fallbrook, CA 92028 LIC 376700077 (760) 731-2062	<i>Foothill EHS Center</i> 1410 Foothill Drive Vista, CA 92084 LIC 376701308 (760) 639-4465
<i>Gosnell Center</i> 139 Gosnell Way San Marcos, CA 92069 EHS LIC 376701254 HS LIC 376600278 (760) 736-3066	<i>Hickory Center</i> 635 N. Hickory Street Escondido, Ca 92025 EHS LIC 376701307 HS LIC 376700770 (760) 741-0541	<i>Island Club Center</i> 2322 Catalina Circle Oceanside, CA 92056 LIC 372006461 (760) 941-7616	<i>Laurel Tree Center</i> 1307 Laurel Tree Lane Carlsbad, CA 92011 LIC 376700768 (760) 930-0749	<i>Linda Vista EHS Center</i> 1587 Linda Vista Drive San Marcos, CA 92078 LIC 376600691 (760) 744-7995
<i>Los Niños Center</i> 221 W. 7 th Avenue Escondido, Ca 92025 LIC 376700771 (760) 738-4876	<i>North Coast Center</i> 1501 Kelly Street Oceanside, CA 92054 LIC 376700061 (760) 966-7135	<i>Old Grove EHS Center</i> 235 Via Pelicano Oceanside, CA 92054 LIC 376600980 (760) 433-7589	<i>Olive Center</i> 739 Olive Ave. Vista, CA 92084 EHS LIC 376600655 HS LIC 376600393 (760) 726-4272	<i>Pauma Center</i> 33158 Cole Grade Road. Pauma Valley, CA 92061 LIC 376700371 (760) 615-2000
<i>Rincon Center</i> 33509 Valley Center Road Valley Center, CA 92082 EHS LIC 376600656 HS LIC 376600189 (760) 749-5190	<i>Westlake EHS Center</i> 415 Autumn Drive San Marcos, CA 92069 LIC 376701118 (760) 631-2695	<i>ECCDC</i> 613 E. Lincoln Ave. Escondido, CA 92026 LIC 376600817 (760) 839-9330	<i>MAOF San Ysidro Early Learning Center</i> 1901 Del Sur Boulevard, 1st Fl San Ysidro, CA 92173 LIC 376701072 (619) 621-2525	<i>Family Child Care (FCC) Homes</i> Head Start & Early Head Start FCC Homes located in Carlsbad, Escondido, Fallbrook, Oceanside, San Marcos, and Vista



Resources for Families

For resources regarding access to community, healthy, social and disaster services 24 hours a day, 365 days a year:

▷ <https://211sandiego.org> or dial 2-1-1 ◀

Food & Nutrition

San Diego Food Bank

Emergency Food Assistance
Neighborhood Food Distribution
Senior Food Program
☎ 1-866-350-3663
sandiegofoodbank.org/gethelp

Feeding San Diego

Neighborhood Food Distribution
☎ 1-858-452-3663
feedingsandiego.org/get-help/

WIC

Supplemental nutrition program for women, infants, and children.
☎ 1-888-942-9675
fns.usda.gov/wic/wic-how-apply



Public Assistance

CalFresh

USDA program that aims to help improve the health and nutrition of low-income families.
☎ 2-1-1 (for enrollment support)
GetCalFresh.org

CalWorks

Program that provides cash aid and services to eligible families with children in the home.
☎ 1-866-262-9881
benefitscal.org

Enrollment Services

Medi-Cal

Public health insurance for low-income individuals.
☎ 2-1-1 (for enrollment support)
<https://www.mybenefitscalwin.org/>

Covered CA

Support to access affordable health care for legal residents of CA.
☎ 2-1-1 (for enrollment support)
CoveredCA.com

COVID-19

Up-to-Date Information

Text 468-311
coronavirus-sd.com

State Testing

COVID-19 testing sites, operated by the State of California in Chula Vista, El Cajon, and Escondido.
☎ 1-888-634-1123
<https://lhi.care/covidtesting>

Childcare Resource

YMCA Resource Service to connect essential service workers in need of child care in San Diego County.
☎ 1-619-952-0242
ymcasd.org/childcarereferrals





Affordable Housing

Community Housing Works

Affordable apartment community in San Diego and throughout California. For eligibility, contact CHW directly.

☎ 619-282-6647
chworks.org

San Diego

Housing Commission

Directory about affordable housing in the City of San Diego including rental housing, and affordable housing developments in San Diego.

☎ 619-231-9400
<https://tinyurl.com/housing-directory>

North County Lifeline

Communities in Action program connects families to resources.

☎ 760-726-4900
<https://www.nclifeline.org/>

Shelters

Operation Hope North County

Year-round shelters for families, single-women, single-males with children for up to 90 days.

Must meet eligibility requirements.
☎ 760-536-3880, ext. 302
www.operationhopeshelter.org

Solutions for Change, Inc

Long-term transitional housing for homeless families with children, homeless pregnant women, and homeless fathers.

Must meet eligibility requirements.
☎ 760-941-6545
www.solutionsforchange.org

Women's Resource Center

Transitional housing for survivors of domestic abuse.

Contact case manager for availability.
☎ 760-757-3500
wrcsd.org/services/transitional-housing

Legal & Immigration

Jewish Family Service

Legal assistance and support for immigrants and their families.

☎ 858-637-3365
www.jfssd.org

Legal Aid Society of San Diego

Provide low-income clients with free civil legal assistance.

☎ 1-877-534-2524
www.lassd.org

Alliance San Diego

High quality and trusted immigration services, including education, one-on-one consultations and application assistance, in San Diego County.

☎ 619-269-1823
www.alliancesd.org

Employment Training

San Diego Workforce Partnership

Career centers offer job search and career development resources to all San Diego County job seekers, regardless of income or background—at no cost.

☎ 760- 631-6150 (NC Coastal)
☎ 760- 740-5564 (NC Inland)
<https://workforce.org/>

Goodwill Employment Center

Offers free job search assistance, including one-on-one counseling, workshops and guidance to anyone in the community.

☎ 1-866-262-9881
sdgoodwill.org

Domestic Violence

National Hotline

☎ 1-800-799-7233
Text LOVEIS to 22422
thehotline.org

Center for

Community Solutions

24-hour toll free and county-wide crisis line for intervention and information related to domestic violence and sexual assault.

☎ 888-385-4657
www.ccsd.org/get-help/hotline

Palomar Family

Counseling Service, Inc

Counseling services & court approved treatment program.

☎ 760-741-2660
palomarfamilycounseling.com

Substance Abuse

National Helpline

☎ 1-800-662-4357
Spanish & English

North County Lifeline

Recovery for Life program provides trauma-informed out-patient services and co-occurring treatment program.

☎ 760-726-4900
<https://www.nclifeline.org/>

Interfaith

The Recovery & Wellness Center provides a safe place for homeless, and low-income individuals to detox and enter long-term recovery care.

☎ 760-489-6380
<https://www.interfaithservices.org/program/recovery-wellness/>