



IN YOUR[®]
CORNER

Children and Family Services

**FAMILY HANDBOOK
2024-2025**

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FAMILY HANDBOOK ACKNOWLEDGMENT & SIGNATURE PAGE

Dear Parents/Guardians,

We are pleased to provide you with the 2024-2025 Children & Family Services Family Handbook, which contains important information about our school's policies, procedures, and expectations. To ensure that all families are informed and in agreement with the contents of the handbook, we ask that you carefully review it and complete this Acknowledgment and Signature Page.

Please read each statement below, then sign and date this form to indicate your acknowledgment and understanding of the Family Handbook.

1. Acknowledgment of Receipt: I acknowledge that I have received a copy of the Family Handbook. I understand that it is my responsibility to read and familiarize myself with the information contained in this handbook.

2. Agreement to Comply: I agree to comply with the policies, procedures, and expectations outlined in the Family Handbook. I understand that these policies are in place to ensure a safe, productive, and respectful environment for all students and staff.

3. Communication and Updates: I understand that the school may update the Family Handbook as necessary and will provide notice of significant changes. I agree to review any updates or revisions to the handbook and to comply with the updated policies.

4. Questions and Clarifications: I understand that if I have any questions or need further clarification about the policies or procedures in the Family Handbook, I can contact my Family Advocate or Home Visitor.

Parent/Guardian Name

Student(s) Name(s)

Parent/Guardian Signature

Child Care Location

Date

Please return this signed acknowledgment page to your Family Advocate or Home Visitor within 30 days of receipt. Thank you for your cooperation and support in helping us maintain a positive and effective program.

Sincerely,

Shana Hewitt

Vice President, Early Education

CHILDREN & FAMILY SERVICES

WELCOME

Dear Families,

Welcome to Community Action Marin (CAM) Children and Family Services (CFS)! We are pleased that you have chosen to enroll your child in our program this year. All families, please review the general information section. There is an additional general information overview for the CFS programs ages 0-5 including center-based, family childcare homes (FCC), and home-based. Please then navigate to your corresponding program:

Section 1: Center-Based (Infant, Toddler, Preschool)

Section 2: Family Child Care Home

Section 3: Home-Based (Prenatal, Infant, Toddler, Preschool)

Section 4: School Age (5-12 Years)

Your input is valuable to us, so we encourage you to ask questions and share your ideas as we work toward meeting your child's needs.

We believe that families are the primary influence on children's development. The cornerstone of our program is the partnership between our staff and your family. We welcome and value the diversity of all families and their cultures. We believe that each family brings their strengths, goals, dreams, and visions into the program, and we, as staff, are committed to supporting and encouraging each family in their endeavors.

We are honored that your family has decided to be a part of the CFS program. We look forward to getting to know each of you.

When you are done reviewing this handbook, please sign and return page 1 to your Family Advocate, Home Visitor, or Teacher to acknowledge you read and agree to the contents within 30 days of receiving the book.



  
camarin.org

Sincerely,

Shana Hewitt
Vice President, Early Education

Children and Family Services
Community Action Marin

AGENCY MISSION

We make it possible for people in Marin to achieve well-being by providing the vital services they need.

Together, we break down the barriers that get in the way of fair and lasting change in service to better outcomes for all.

AGENCY VISION

All of us in Marin have an equal opportunity to live our lives with dignity and respect.

AGENCY VALUES

Relationship

Our work is founded on the importance of caring relationships that go beyond us and them to create space for all of us.

Inclusivity

We seek an inclusive work environment that is welcoming and safe.

Service

Being in service to others is at the heart of what we do born of our commitment to the dignity and respect of each individual.

Unity

We come together across the breadth of our programs as one agency to strengthen outcomes in service to our mission.

PROGRAM OBJECTIVES

Our objective is to provide high-quality child development programs for eligible families. By creating environments that value and respect each child and family, we contribute to the creation of a peaceful and just society.

In order to accomplish this vision, we follow these principles:

- *Supporting diversity at all program levels.*
- *Bringing quality early childhood practices into all aspects of our program.*
- *Developing age-appropriate curriculum that utilizes play and creativity to promote academic success and social skills development.*
- *Connecting children to the natural world and promoting environmental awareness and stewardship.*
- *Serving all children, including children with special needs, and providing mental health services to children and families.*
- *Establishing and advocating for parent/guardian involvement and services, including access to community services.*
- *Collaborating with public schools to transition pre-k children to transitional kindergarten and kindergarten, and align curriculum, staff training, and child-parent/guardian support services.*
- *Employing a dedicated and well-trained workforce and supporting them with just compensation and professional development.*

Open Door Policy

You may visit your child's classroom unannounced to observe your child at any time during operational hours. Our program is based upon a partnership with parents/guardians of children enrolled. Parents and guardians are highly encouraged to participate in their child's program.

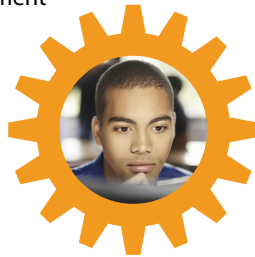
OUR WHOLE FAMILY APPROACH

Community Action Marin breaks down the barriers that get in the way of fair and lasting change, responds to urgent and pressing community needs, and advocates eliminating the social inequities that hinder people's ability to thrive. We put people first and create trusted connections in the community to support greater well-being.

The agency's Whole Family Approach is designed to ensure improved outcomes at the individual, agency, and community levels across generations. There is no wrong door here. If you need us, we're in your corner and support referrals across our agency, as well as to other providers as needed.

Economic Justice

Financial Well-being
Workforce & Small Business Development
Public Benefits & Utilities Assistance
Emergency Assistance



Children & Families

Early Childhood Education
Home Visiting Program
Learning Gardens



Housing Justice

Homeless Outreach
Housing Based Case Management
Transitional Age Youth



Food & Climate Justice

Central Kitchen
Child & Adult Healthy Meals
Production Farm & Permaculture

AGENCY & COMMUNITY SERVICES

In addition to Children and Family Services, Community Action Marin offers many services to help families thrive. Our team of Success Coaches helps you to realize success on your own terms, ensuring that you can safely access and understand eligibility requirements for community and government programs and services. Our team of staff and skilled volunteers brings special expertise in connecting people to affordable housing, public benefits, rental assistance, utility payments, legal advice, and more.

If you think you might benefit from any of the following or would like to know more, please contact your Family Advocate, Home Visitor, or Site Area Manager.

Support to Thrive

- *Job Training*
- *Career Coaching*
- *Financial, Budgeting, & Credit Coaching*
- *Free Tax Assistance*
- *Housing Information*
- *Access and Advocacy to Grow Food & Eliminate Food Insecurity*

Help in a Crisis

- *Rent & Utility Assistance*
- *Emergency Food*
- *Help Covering One-Time Emergencies*
- *Access to Public Benefits*
- *Connections to Other Community Resources*

PROGRAM HOLIDAYS & EARLY DISMISSALS

Please review carefully for the important program holidays closures and early dismissals for Children & Family Services.

AUGUST 2024	
12-13	Staff Training
14	First Day of School
SEPTEMBER 2024	
2	Labor Day – No School
13	Staff Training – 1:00 PM Dismissal
OCTOBER 2024	
4	Staff Training – 1:00 PM Dismissal
NOVEMBER 2024	
1	Staff Training – 1:00 PM Dismissal
11	Veterans Day – No School
28-29	Thanksgiving Holiday – No School
DECEMBER 2024	
6	Staff Training – 1:00 PM Dismissal
23-26	Winter Break – No School
31	New Year's Eve – No School

JANUARY 2025	
1	New Years Day – No School
10	Staff Training – 1:00 PM Dismissal
20	MLK Day – No School
FEBRUARY 2025	
7	Staff Training – 1:00 PM Dismissal
17	Presidents' Day – No School
MARCH 2025	
7	Staff Training – 1:00 PM Dismissal
APRIL 2025	
4	Staff Training – 1:00 PM Dismissal
MAY 2025	
2	Staff Training – 1:00 PM Dismissal
26	Memorial Day – No School
JUNE 2025	
6	Staff Training – 1:00 PM Dismissal
JULY 2025	
4	Independence Day – No School
11	Staff Training – 1:00 PM Dismissal

These dates are subject to change.

Early Dismissals: To accommodate staff professional development, the program will close for two full days in August. Additionally, to support staff training, all programs will have an early dismissal of 1:00 pm each month throughout the program year. These dates are subject to change. We will notify families as soon as possible in the event of an additional closure or change in date.

Emergency Closures: Additionally, in the event of an emergency, which may include but is not limited to natural disasters, site repairs, staffing challenges, and illness, classrooms may need to be closed on additional dates. During these instances, the program will provide as much advanced notice as possible. Communication will be shared by email, text messages, letters, and/or phone calls.

2024-2025 CONTACT INFORMATION

CANAL CHILDREN'S CENTER

215 Mission Avenue
San Rafael, CA 94901
Phone: (415) 457-4036

MANZANITA CHILDREN'S CENTER

630 Drake Avenue
Marin City, CA 94965
Phone: (415) 332-3460

DE COLORES CHILDREN'S CENTER

1123 Court Street
San Rafael, CA 94903
Phone: (415) 457-8222

MEADOW PARK CHILDREN'S CENTER

5 Hutchins Way
Novato, CA 94949
Phone: (415) 884-2006

FAMILY CHILD CARE HOMES

555 Northgate Dr., Suite 201
San Rafael, CA 94903
Phone: (415) 526-7560

OLD GALLINAS CHILDREN'S CENTER

251 N. San Pedro Road
San Rafael, CA 94903
Phone: (415) 472-1663

HAMILTON CHILDREN'S CENTER

5520 Nave Drive
Novato, CA 94949
Phone: (415) 470-0239

SHORT SCHOOL ELEMENTARY

35 Marin Street
San Rafael, CA 94901
Phone: (415) 526-7500

HOME-BASED

1123 Court Street
San Rafael, CA 94903
Phone: (415) 526-7589

WEST MARIN PARTNER PROGRAM

Papermill Creek Children's Corner
503 B Street
Point Reyes Station, CA 94956
Phone: (415) 663-9114

LYNWOOD CHILDREN'S CENTER

320 S. Novato Blvd., Bldg. H
Novato, CA 94947
Phone: (415) 878-0451

WEST MARIN PARTNER PROGRAM: SHORELINE ACRES PRESCHOOL AND CHILDCARE

40 John Street
P.O. Box 161
Tomales, CA 94971
Phone: (707) 878-9442

Community Action Marin Children's Centers are open from 7:30 am-5:30 pm, Monday-Friday. Family Child Care Homes, Home-based, Partner Programs, and School Aged hours vary.

Individual contract hours vary.

CODE OF CONDUCT POLICY

Children & Family Services expects adults to treat each other with dignity and respect, so the environment is safe, healthy, and nurturing to all children and adults.

To achieve this goal, we will not tolerate the following behaviors from any adult:

- *Verbal, mental, or physical abuse*
- *Humiliation*
- *Intimidation*
- *Threats of any kind*
- *Retaliation*
- *Any actions of corporal punishment*
- *Anyone under the influence of drugs or alcohol*
- *Intentional damage to the property*
- *Theft*

The following consequence will take place for the person who commits one or more of the above behaviors:

- *The person may not return to the site until an investigation is completed. An investigation will include documented interviews with the parties involved and any witnesses.*

For adults not employed by Community Action Marin, there will be a meeting to obtain a resolution.

For adults employed by Community Action Marin, one or all of the following will happen, depending on the severity of the behavior:

- *A meeting to obtain resolution.*
- *Corrective action based on the **Community Action Marin Employee Handbook**.*

Thank you to the parents, guardians, and staff who created and approved this policy so that everyone can be in a safe, healthy, and nurturing place.

Additionally, all families must commit to demonstrating the following core standards/values during all interactions while enrolled in our program:

- *Communicate effectively in a calm manner.*
- *Be courteous.*
- *Maintain order.*

- Show respect for others.
- Take responsibility for your own actions.
- Be punctual.
- Respect the dignity, worth, and uniqueness of each individual present at the center.
- Respect diversity.
- Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect.

Parent/Guardian & Staff Standards of Conduct

- Staff are expected to speak professionally and appropriately to parents, guardians, children, and fellow workers.
- Parents and guardians are expected to speak with staff in a respectful and courteous manner.

If parents or guardians have concerns or issues, they should first go to their child's Teacher. If not resolved, the parent and guardians should then go to the Site Area Manager, or Family Child Care Manager, or Manager of Family Well-being.

Parents and guardians can also email the vozdepadres@camarin.org email account monitored by the Director of Family Well-being or hr@camarin.org email account monitored by the People and Culture Team. Parents and guardians may not interrupt classroom activities to discuss their concerns but need to arrange with staff an agreed upon time to address issues. Inappropriate or disruptive parent/guardian behavior will not be tolerated.

CODE OF ETHICS

In addition to CFS's programmatic Code of Conduct, Community Action Marin has a Code of Ethics. CAM has earned the trust and confidence of the public through years of ethical, honest and responsible service. We believe the continued success of the Agency depends upon the conduct of its employees, board of directors and volunteers.

Further we believe that the Agency should be a model for other nonprofit organizations by adhering to high standards of performance, professionalism, service to our communities, and ethical conduct. This code of ethics is adopted as a governing policy for all of our operations and represents the fundamental values of the Agency.

Personal Integrity

We value truthfulness and strive to avoid misrepresentation. We strive for fairness and objectivity in our deliberations and decision-making. We ensure that confidential or privileged information is used only as intended. We strive to be inclusive and embrace diversity in all of our activities.

We are committed to the concept of equal opportunity for all and rewarding meritorious behavior. We respect the dignity of every person with whom we have contact.

Organizational Excellence

We honor and embrace the partnership of volunteer and staff as we work to advance the mission of the Agency. We strive for operational excellence at the Agency in recognition that to do less violates our public trust. We pledge as volunteers and staff to exercise good stewardship. We will not condone coercive or unscrupulous behavior in any of our business dealings with volunteers, staff, donors, clients or vendors. We pledge to deal with vendors without bias or preferential treatment. We pledge to provide a working environment where open communications and diversity of opinions are welcomed and encouraged. We strive to encourage growth and personal development for each of our employees.

Accountability

We pledge to efficiently collect and maintain accurate information regarding all aspects of our operations. We pledge to fully disclose all information legally defined as public information and to provide fair and accurate reports on how funds are used to strengthen the programs we deliver.

Conflict of Interest

As volunteers and staff of the Agency we pledge to disclose our personal interests and when appropriate to refrain from participating in or influencing any decision that would provide a direct personal advantage to us or any member of our families.

Personal Gain

As staff and volunteers we pledge not to accept any gratuity or favor in return for duties performed on behalf of the Agency from parties that may have benefited materially from our decisions. As staff and volunteers we agree to refrain from accepting food - other than modest meals, travel, or entertainment that is directly related to the Agency business decisions. As staff and volunteers we agree not to use the Agency resources to advance material personal or business interests.

Employment Practices

We expect that each employee will be treated with respect free from verbal or physical harassment. We pledge to be an equal opportunity employer that hires on merit and without regard to age, creed, disability, gender, marital status, military status, national origin, race, religion, sexual/gender identity or other protected status. The Agency will not place a person in a staff position where their performance would be managed by a relative (by blood, marriage or close familial relationship). We will avoid selecting a consultant or vendor who is relative, close personal friend, employee or is associated with a relative, close personal friend, based primarily on that relationship.

CHILD ABUSE REPORTING

All Community Action Marin Children and Family Services employees are required by state law to report suspected child abuse and complete the mandated reporter training.

It is our goal to work in partnership with Marin County's Children and Family Services and with families to support the child and their family whenever possible.

Categories of abuse include the following:

- *Physical Abuse*
- *Physical Neglect*
- *Emotional Maltreatment*
- *Sexual Abuse*

Parenting is not always easy and extra support is only a phone call away. If, at any time, you or another family member are in situations that could or did escalate into any form of child abuse or neglect, there are things you can do:

- *Call the County's Children and Family Services (CFS) and ask for help at (415) 473-7153.*
- *Talk with your child's Teacher, Home Visitor, or Family Advocate. They can also help link you to support systems or other programs.*

COURT ORDERS

If your family has any applicable court orders, including custody or restraining court orders, please submit a current copy to your Family Advocate or Home Visitor as soon as possible.

PROGRAM COMMITMENTS

Refrain from Religious Instruction

Our programs refrain from religious instruction and worship.

Confidentiality

The use or disclosure of any information maintained in the basic data file concerning children and their families is limited to purposes directly connected with the administration of the program. No other use of the information will be made without prior written consent or through a subpoena. Participants shall have access to information in their basic data file within 5 business days after the program receives a written request.

Equal Access/Non-Discrimination Statement

No person will be subjected to discrimination, or any other form of illegal bias, including harassment. We give equal access to services without regard to sex, sexual orientation, gender, gender identification, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability.

All persons, including employees, vendors, contractors, clients, and other third-parties are prohibited from engaging in unlawful behavior under the Fair Employment and Housing Act ("FEHA") or Title VII. Unlawful behavior includes discrimination, harassment, or retaliation of our employees, independent contractors, volunteers, and interns. We want to maintain a working environment free from all forms of discrimination and harassment, whether based upon race, religious creed (including religious dress or grooming), color, national origin (including possessing a driver's license issued under Vehicle Code § 12801.9), ancestry, physical or mental disability, medical condition, genetic information or characteristics, marital status including domestic partnership, familial status, age, sex (including sexual harassment, gender harassment, and harassment based on pregnancy, childbirth or related medical conditions, and breastfeeding or medical conditions related to breastfeeding), gender, gender identity, gender expression, or sexual orientation, military or veteran status, or any other legally protected characteristic or status. Employees are also protected if they are perceived to have any of these characteristics or are associated with a person who has or is perceived to have any of these characteristics.

Children with Special Needs

Children & Family Service's mission is to serve all children. Children with special needs are included in the full range of activities and services. We coordinate with special education providers and mental health professionals to support the educational and emotional needs of children. We also assist in identifying children who may qualify for services. If you have any concerns about your child's development or wish to learn more about these services, please speak with your Teacher, Home Visitor, or Family Advocate.

Relatives and Close Friends

- *CAM CFS does not place children and staff in a classroom together if they are related or are close family friends. Please tell us if you have relatives or close friends working at CAM to help us find the most appropriate placement.*

General Eligibility Requirements

- *This program follows the guidelines developed by the federal Office of Head Start and the California State Department of Education Office of Child Development for the operation of Child Development Programs, including eligibility criteria and priorities for enrollment and services.*
- *The program has implemented a wait list that adheres to all enrollment prioritization guidelines as mandated by relevant regulations.*
- *The hours of service available to each family will be in relationship to the family's needs based on their work, training schedule, or other needs established by the State of California.*

Staff Qualifications & Development

Our goal is to implement a staff development program that adequately equips each staff member with the information necessary to carry out his or her assigned duties.

Our program prioritizes the professional development of individuals working with children and families. We promote staff development and attainment of permits, professional development training, and education. All staff have the required qualifications to fulfill their job functions. For the center-based programs, Teachers hold or are working toward the appropriate child development permits. Many staff have or are continually moving forward in the attainment of bachelor's degrees in Child Development or Early Childhood Education or advanced degrees. All Children and Family Services staff pass a background check prior to beginning work.

ELIGIBILITY: PRESCHOOL, SCHOOL AGE, AND INFANT/TODDLER CARE

In order to be eligible for federal and state subsidized child development services, families must meet at least one requirement in BOTH the eligibility and needs areas.

Eligibility

- *Income eligible (gross monthly income does not exceed 85% percent of the State's median income adjusted for family size).*
- *Child Development services may be provided, regardless of the amount of family income, to any family referred by Child Protective Services or if a child is at-risk, or experiences neglect, or exploitation.*
- *Current Aide recipient (TANF, CALFresh , SSI, etc.)*
- *Homeless.*

Need

Parent, guardian (person(s) who makes a home for the child or who assumes responsibility for the care and welfare of the child), and any other adult counted in the family size is:

- *Employed.*
- *Seeking employment.*
- *Participating in vocational training leading directly to a recognized trade, para-profession, or profession.*
- *Enrolled in an educational Program.*
- *Seeking permanent housing.*

- Homeless.
- Incapacitated.
- In a CALWorks Program.

CFS follows a strict rubric to determine eligibility to ensure an equitable process for enrollment. This criteria is revisited annually with input from parents/guardians and aligns to guidelines from the federal and state guidelines.

Family fees for state-subsidized programs

- Fees are determined by the State Department of Education. These are based on number of family members and gross monthly income. Fees are charged monthly and collected one month in advance.
- Fees are charged for the child in the family enrolled in the program for the longest period of time during the day.
- Fees are established at the time of initial certification, at recertification, after any voluntary change in status, or a change in the Family Monthly Fee Schedule.
- Fee adjustment will be made only after voluntarily reporting a status change that benefit the family during certification period.
- Only credit can be given for overpayment due to incorrect billing.
- The State Department of Education requires fees to be charged for enrollment, not attendance; this includes periods of child absence due to illness, medical appointments, vacation, visits with other parents or relatives, etc.
- Under no circumstances will monthly fees be recalculated based on the child's actual attendance.
- The Family Fee Schedule is established and is adjusted to reflect changes in the median income level within the State of California. The current Family Fee Schedule is posted at each center.
- If the parent/guardian pays fees to other providers at any time during the month, these other fees may be deducted from the family fee paid for the following month. There is no carry-over for other fees beyond the next service month. The other fees may only be used to credit an account with supporting receipts for fees paid to other providers resulting from childcare services provided in relation to the certified need.
- Parents/guardians may avoid termination of services by paying the fees or setting up a payment plan on or before the effective date. If you set up a payment plan, payments must be made according to the repayment plan, and pay the current family fee by the required due date.

ADMISSION POLICIES

- › Children eligible for admission must be within the licensed age range of the individual program site.
- › Each center is licensed to enroll a maximum number of children. We will make every effort to enroll parents/guardians at their preferred sites. If a parent/guardian's preferred site is fully enrolled, they will be offered the opportunity to enroll at another site where space is available.
- › At the time of enrollment, each parent/guardian makes an agreement to have his or her child attend for a mutually agreeable minimum and maximum period (called contract hours). These hours indicate the time your child will arrive and also be picked up. Adherence to this contract is important as child staffing ratios, and in some cases, enrollment eligibilities are based on the parent/guardian's agreed contract hours.
- › As a part of the enrollment process, each family will need to schedule an appointment for certification of eligibility.
- › Each parent/guardian will be expected to participate in an interview with the appropriate staff person as part of the admission procedures. This gives an opportunity to exchange information and arrive at a joint decision about the admission of the child.
- › As applicable to their situation, parents/guardians will be asked to provide documentation proving their hours and place of work, enrollment in school or training, disability, or other circumstances that establish their eligibility for the program.
- › Parents/guardians are required to read, sign, and return the necessary forms before enrollment of their child can be completed. The Family Advocate or Home Visitor can support this process. The following forms are included in that list:
 - *Admissions Agreement*
 - *Notification of Parents Rights form (LIC995)*
 - *Personal Rights form (LIC 613)*
 - *Identification and Emergency Information (LIC 700)*
 - *Consent for Emergency Medical Treatment (LIC 627)*
 - *Child's Preadmission Health History (LIC 702)*
 - *Physician's Report Child Care Centers (LIC 701) (not for school age children)*
 - *Immunization Requirements (not for school age children)*
 - *Sunscreen permission form*
 - *Needs and Service Plan (for infants and children with special needs)*
 - *Emergency Card*

- › Parents/guardians will be asked to sign permission forms for their children to go on supervised field trips and walks.
- › Children’s photos are used to enhance program quality and to promote our program to funders and the community. Parents/guardians will sign a Photo and Activity Release form and have the option to indicate their child may not be photographed.
- › For the center-based program, upon successful completion of the initial eligibility application, a child’s file will be sent to the center where the child will be attending. The center’s Site Area Manager will contact the parents/guardians to schedule an orientation. The child’s start date will be given after orientation.
- › Once a child is established in the program, he/she is welcome to continue as long as the child needs the service, and the parents/guardians continue to meet the eligibility requirements and the obligations expressed regarding program guidelines and rules.
- › A child may be withdrawn from the program either through parent/guardian-initiated action or agency-initiated action. Parents/guardians need to provide no less than 10 days of notice to the administration if they are withdrawing their child from the program. If the Agency is terminating services, a Notice of Action will be sent to the parent/guardian stating the reasons for termination and the appeal process.

Hours of Operation/Contracted Hours of Care

For the 2024-2025 School year, Community Action Marin Children’s Centers hours of operation are 7:30 am - 5:30 pm. Family Child Care Homes, Home-based, Partner Programs, and School-aged hours are subject to vary.

These hours may differ from the child’s actual schedule as arrival and departure times are based on need according to a parent/guardian’s work/training schedule. Each child’s contract schedule is determined by the eligibility certification. To avoid late drop-offs and pick-ups please arrange to have a back-up plan if you are unable to pick up or drop off your child by the designated time.

EMERGENCY PROCEDURES

Community Action Marin Children and Family Services has an emergency plan in the event an earthquake or other disaster should occur while your child is at school. We also have required earthquake and fire drills throughout the school year.

In the event of a disaster (earthquake or fire)

- *Staff are trained in emergency preparedness and every classroom is equipped with emergency supplies.*
- *In the event of an emergency, we will not allow any child to leave with anyone but a parent/guardian, even a relative or babysitter, unless you have listed him/her on the child’s emergency form in our files, or we have written permission to that effect. All adults picking up children must have proper identification.*

- If you or others on the emergency contact form are not able to reach school, staff will stay at the site and care for your child until you or an authorized person arrive to pick up your child.

Disaster preparedness at home

It is important for families to have their own emergency plans. You can better cope with disaster by preparing in advance and by working with your family as a team.

- Make a plan as a family. You could be at work, at school, or in the car. How will you find each other?
- Choose an out-of-town contact with whom every family member checks in. After a disaster, it is often easier to make a long-distance call than a local call from a disaster area.
- Assemble a disaster supplies kit.
- Have an evacuation plan. Make sure everyone in your family knows the best escape routes out of your home, as well as the safe places are in your home for each type of disaster.
- Turn your radio to **KCBS, 740 AM** for emergency information and instructions. Log on to Nixle (see below) for current updates in your community.
- AlertMarin sends critical information from local agencies during a disaster if you need to take action.
 - Alerts may include wildfire and evacuation information and information during an event about evacuation routes, shelters, transportation.
 - Sign up at: AlertMarin.org or Call (415) 473-6584.
 - Register up to five phones in your household.
- Nixle sends out general public safety information alerts via text based on your zip code about local issues. You can also sign up for alerts from multiple zip codes such as those of your family members and where you work. Alerts may include: road closures, police activity, missing persons and post-disaster information about shelters, transportation, or supplies
 - Text your zip code to: 888-777

PEDESTRIAN SAFETY

Teach your child these safety rules for walking, and be extra alert in rainy or foggy weather:

- Be a role model for children and others by demonstrating proper pedestrian safety and setting a good example. Step to the side to use your phone – do not use your cell phone while you walk.

- At crosswalks with pedestrian crossing signal lights, cross only when the “walk” signal is displayed.
- If there are no sidewalks and you must walk on the road, stay on the shoulder, walking so you are facing traffic. Always walk with your child on your side, farthest from traffic.
- Watch for cars pulling out of driveways, parking lots, or alleys—especially if your view (and the driver’s view) is partly obstructed by buildings or landscaping.
- Wear or carry reflective material at night and in the rain and fog.
- Cross the street only at corners where drivers are more likely to see you. Drivers turning right often fail to notice pedestrians. At crosswalks, before crossing the street, teach your child to look left and then right for cars, bicyclists, and other pedestrians; then to look all ways, to make sure drivers see you and stay to the right when in the crosswalks.
- Never cross the street from between parked cars as drivers may not be able to see you.
- Always use a crosswalk when it is available. However, remember, painted lines cannot stop cars.
- Never allow children under the age of 10 to cross streets alone.
- Hold your child’s hand or keep him/her close to you in parking lots.

Safety in the Parking Lot

Safety is everyone’s responsibility. Our parking lots are very busy places. Watch for children, parents, guardians, and staff. Hold hands or have your child stay close to you.

Please note the following:

- **Slow down:** The speed in the parking lot is no more than 5 miles per hour.
- **Park in clearly marked spaces:** We prohibit double parking, or parking in the no-parking areas (red zones or the Handicap space without a placard).
- It is your responsibility to inform all parties coming to the school on your behalf of these rules.

SAFE SCHOOL & HARASSMENT POLICY

The following behaviors will not be tolerated and are **prohibited** at any of our facilities:

- Threatens the safety, welfare, or morals of others.
- Under the influence of and/or possession of alcohol, marijuana, or drugs.
- The possession of any weapon, looks like weapon (toy), or any object which ejects, whether functional or not.

- Causes, attempts, threatens, or conspires to cause damage to personal or real property or person through arson, burglary, extortion, larceny (stealing), criminal mischief, battery (hitting people), assault (making a person fearful of hitting), harassment (threat to commit an illegal act), sexual harassment, sexual intimidation, hazing (actions intended to endanger or embarrass others).
- Use of obscene and profane language.

CFS PROGRAMS 0-5 OVERVIEW:

CENTER-BASED, FAMILY CHILD CARE HOMES, & HOME-BASED The following sections pertain to our Center-Based, Home-Based, and Family Child Care programs. If you are a part of the School-Aged (after-school and summer) program, you may move forward to Section 4.

HEALTH REQUIREMENTS

It is important for all children to be current with immunizations, dental, and physical exams, and to complete all dental and/or medical treatments. Be sure to inform your Family Advocate or Home Visitor with any updated health documents.

Physical Exam/Well Check

Within the first 30 days of attendance, every child must have a current physical exam on file. "Current" means within the last 12 months. A complete exam includes height, weight, lead screening, and hemoglobin/ hematocrit screening for anemia. Infants and toddlers need to be up to date on their well-baby checks. Well-Baby checks are at 2, 4, 6, 9, 12, 15, 18, 24, and 30 months of age.

Immunizations

California law requires all children in school to be vaccinated against certain serious diseases. Parents and guardians must provide a copy of their child's immunization record at the time of enrollment. If the family is homeless or the child is in foster care, they have 30 days to provide immunization records. Religious or personal belief exemptions are not allowed. While the COVID-19 vaccine is not currently required, it is strongly recommended. Annual flu shots are also strongly recommended for all children and adults.

All children, starting at 12 months, must have a current tuberculin skin test or tuberculosis risk assessment, no later than 30 days from the start of school and a new one every year.

Dental Exam

A current dental exam is required for all children ages 1-5 years of age enrolled in the CFS program. Exams must take place within 90 days of the first day of school or have happened within the last 12 months. We recommend dental exams every six months.

Vision and Hearing Screening

We offer vision and hearing screens to children who need them. Parents and guardians will receive notice of the date the screening will take place and will receive the results of both screenings.

HEALTH AND SAFETY – ILLNESS

Our goal is to have your child in CFS programs every day they are healthy enough to be with us! We may need to exclude your child if they are too ill to meaningfully participate in program activities or if their illness or injury poses a health or safety risk to other children or staff.

The following is a list of when you should keep your child home and when they may return to CFS programs. Please note that this list isn't exhaustive and that CFS Program staff make the final determination of when a child must be excluded from programs.

CHILDREN MUST STAY HOME IF THEY HAVE THE FOLLOWING:	CHILDREN MAY RETURN TO CFS PROGRAMS WHEN:
Cough that meets one or more of the following criteria: is deep or hacking, accompanied by a rapid rate of breathing, or is prolonged or persistent.	Symptoms are improving and child can participate meaningfully in activities.
COVID-19 diagnosis and/or exposure.	Refer to Covid Mitigation Plan – Keep child home for 5 full days following positive test. May return on Day 6 if 24 hours fever-free without use of fever-reducing medication and feeling well enough to participate meaningfully in activities. Children 2 years and older must mask until Day 11 following positive test.
Diarrhea.	Symptom-free for 24 hours without the use of medication (48 hours in an outbreak).
Difficult or noisy breathing.	Can breathe without difficulty or noise.
Eye irritation, pink eye, or eye draining that includes one or more of the following: problems seeing, an injury to the eye involving forceful impact, or pain/discomfort that the child cannot tolerate.	Child can see and can meaningfully participate in activities. The Health Manager may request a note from a medical provider if symptoms persist or are severe.
Fever: Temperature of over 100.4 degrees Fahrenheit/38 degrees Celsius.	Fever-free for at least 24 hours without the use of fever-reducing medication.

**CHILDREN MUST STAY HOME
IF THEY HAVE THE FOLLOWING:**

CHILDREN MAY RETURN TO CFS PROGRAMS WHEN:

Head lice or nits.	At least 8 hours have passed since the first medicated treatment was applied.
Rash with one or more of the following: open sores that cannot be covered, rapidly spreading rash, or pain/discomfort that the child cannot tolerate.	Open sores can be covered, spreading has stopped, child can tolerate pain/discomfort. The Health Manager may request a note from a medical provider if symptoms persist or are severe.
Scabies.	One (prescription) treatment has been completed.
Sore throat AND one or more of the following: inability to swallow, breathing difficulties, or excessive drooling or muffled voice.	Able to swallow, can breathe without difficulty, drooling is manageable, and voice is clear.
Strep Throat.	24 hours after antibiotics are started and fever-free for at least 24 hours without the use of fever-reducing medication.
Vomiting.	Symptom-free without the use of medication for 24 hours (48 hours in an outbreak).

Please call the classroom, Provider, or contact your Family Advocate by 9:00 a.m. if your child is not attending school that day due to illness or other reasons.

If your child becomes ill at school, we first attempt to contact you to pick up your child. If we cannot reach you, staff will call the names listed on the Identification and Emergency Information Form to come pick your child up.

For the home-based program, please contact your Home Visitor if you need to postpone a home visit or miss a socialization due to illness or other reasons.

If you have questions about health or nutrition services, you can email healthteam@camarin.org.

HEALTH AND SAFETY – INJURY AND MEDICATION

Child Injury

Our primary concern is your child's safety. We supervise children and take every precaution to prevent accidents from happening. However, children are active, and occasionally accidents do occur. All sites are prepared by having:

- *First aid kits and disaster supplies located at all centers.*
- *Child Incident Report filled out by staff for every injury and shared with parent/guardian on same day. (A copy is kept in the child's file.)*
- *Staff certified in CPR and First Aid.*
- *A trained staff member will provide first aid and contact you to pick up your child, if necessary.*
- *9-1-1 will be called if an incident requires immediate medical attention. A staff member will accompany your child if we are unable to reach you by phone.*

Administering Medication

EMERGENCY CONTACT INFORMATION

Keep the information on your Emergency Identification and Information Form up to date.
This is the only way we need to contact you during an emergency.
Let us know of any changes in address and phone numbers immediately.

Parent or an authorized adult must fully complete an Authorization for Consent to Administer Medication at School form when a child requires medication during school hours.

Medications must:

- *Be in the original container with safety cap.*
- *Have original prescription label on medication container, including when and how to give medication.*
- *Be labeled with child's name, date, and health care provider's name and phone number.*
- *Be current and not expired.*

- *Be kept in the classroom in a locked box by staff. Rescue medication will be in an unlocked box inaccessible to children but accessible to teachers.*
- *Be listed in a medication log filled out by a staff member each time medication is given. Your child's teacher will review the medication log with you at end of the school day and will ask for your signature on the log.*

**California Poison Control
1 (800) 222-1222**

NUTRITION

Our goal is to ensure children have nutritious meals and snacks during their time in the program. Meals and snacks are culturally and developmentally appropriate and meet the federal Child and Adult Care Food Program nutritional requirements. Many classrooms participate in gardening education, too, so your child may be able to help grow their own vegetables! No outside food is permitted into the classroom and children cannot take food home with them.

Mealtimes in Center-Based Classrooms

We serve breakfast, lunch, and snacks. The food is cooked in our Community Action Marin Central Kitchen. We make every effort to provide your child with healthy foods and introduce him/her to a variety of food tastes and textures. Monthly menus are posted in your child's classroom. We serve meals "family style," which means that children serve themselves (with help) at the table. This allows the child to choose which foods and how much to eat. Family style meals are a great way to introduce a wide variety of foods, model eating behaviors, develop language skills, and provide a chance for nutrition education. Children are encouraged to try new foods but are never forced to eat something they don't want to eat.

Food Allergies

If your child has a food allergy, we need to know about it before your child begins attending. Talk with your Family Advocate or the Health and Nutrition Manager to make sure we have the forms, medical documentation, and medication that your child needs. Our kitchen can accommodate food allergies, but please know that it is not an allergen-free kitchen and there remains a slight risk of contamination with allergens. (For example, we can ensure that a child with a wheat allergy is not served wheat products. However, there are foods prepared in the kitchen that use wheat flour.)

Policy Regarding Special Dietary Requests

We may be able to provide alternative food choices for your child due to religious beliefs or cultural practices. Please request the forms for special diet requests from your Family Advocate or the Health and Nutrition Manager.

USDA Nondiscrimination 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:

- **MAIL**
U.S. Department of Agriculture
Office of the Assistant Secretary
for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
- **FAX:**
(833) 256-1665 or (202) 690-7442; or
- **EMAIL:**
Program.Intake@usda.gov

This institution is an equal opportunity provider.

Policy Regarding Celebrations

Celebration and special event activities will be age-appropriate and child-focused. The event must provide an educational benefit to children while being meaningful to the community served by the site. Parents/guardians can be involved in assisting CFS staff in the selection, planning and implementing the celebrations, but CFS staff will provide guidance for appropriate and inappropriate approaches using procedures below.

CFS believes that:

- *Rituals and celebrations are important parts of family life.*
- *All families have a right to celebrate holidays, special events, and special rituals in a way that is most comfortable and appropriate for their family.*
- *Children and Family Services, as a community of families with a variety of beliefs and traditions, should create an environment where all family traditions and beliefs can be recognized and respected.*

- *Early childhood curriculums that are built strongly around holiday celebrations do not provide sufficient support for individual children's needs and interests.*
- *When having a celebration, healthy foods are promoted and encouraged.*

No outside food or gifts are permitted into the classroom to be equitable to all families and to align with our funding parameters.

EDUCATION PROGRAM

At Community Action Marin, we want to ensure all children are making progress in the domains of physical, cognitive, language, and social/emotional development. We provide a program approach that is developmentally, linguistically, and culturally appropriate and inclusive of children with special needs.

We use a tool called the Desired Results Developmental Profile (DRDP) to assess the development of children. Additional assessment tools include the Ages and Stages Questionnaire (ASQ-3) and the Ages and Stages Questionnaire Social Emotional (ASQ-SE).

- *The ASQ questionnaires are completed within the first 45 days of the child's enrollment and annually. They screen the child's development in communication, fine and gross motor skills, problem solving, personal-social, and social-emotional skills.*
- *The Desired Results Developmental Profile assessment instrument is completed three times per year and is designed for teachers to observe, document, and reflect on the learning, development, and progress of children, plan for individualized instruction and overall program improvement.*
- *Parent/guardian's input is a necessary component of a child assessment.*
- *Assessment outcomes are used to plan and conduct age and developmentally appropriate activities for children.*

Physical development is supported by:

- *Promoting physical activity.*
- *Providing sufficient time to move within the indoor and outdoor spaces.*
- *Providing equipment, materials, and guidelines for active play and movement.*

Social/Emotional development is supported by:

- *Building trust.*
- *Planning routines and transitions so they can occur in a predictable and unhurried manner.*
- *Helping children develop emotional security and facility in social relationships.*

Cognitive & Language skills are supported by:

- *Implementing various strategies including experimentation, inquiry, observation, play, and exploration.*
- *Providing opportunities for creative self-expression through activities such as art, music, movement, and dialogue.*
- *Promoting interaction and language use among children and between children and adults.*
- *Supporting emerging literacy and numeracy development.*

DROP-OFF AND PICK-UP

Drop-Off

Each morning when you bring your child to the classroom, you will be asked to sign the child in on the Daily Sign-In/Sign-out Sheet. We understand how rushed mornings can feel, but please plan to stay a few minutes to check in with a teacher and do not leave until a teacher has welcomed the child into the classroom. A teacher will ask how the child is and if there's anything we should know. If the child appears to be ill or injured, the teacher will ask some questions.

You may not leave your child in the classroom before the classroom's start time. Although parents/caregivers are welcome to bring their children at any time during their contract hours, we encourage a consistent morning drop off so that children can follow the morning routine together.

Pick-Up

Only persons (age 16 or older) authorized in writing by the parent/guardian may sign a child out from CFS Programs. Anyone picking up a child must have a form of photo identification. We prioritize the safety and well-being of all children and aim to ensure a smooth transition at the end of the program day.

- *Only authorized individuals listed on the child's Identification and Emergency Information Form shall be permitted to pick up the child.*
- *A valid form of government-issued ID will be required for anyone not previously known to staff. This includes parents/legal guardians and is to ensure the protection of all children.*
- *An authorized individual who is not listed in Identification and Emergency Information Form may pick up a child, but only if the agency has received written permission from a parent/guardian who has physical custody of the child. The written authorization may, but does not have to be, on paper; it may also be by e-mail or text message. Authorization cannot be given over the phone or verbally.*
- *Parents/guardians are responsible for keeping the authorized pick-up list up-to-date. Parents/guardians may add authorized persons to the form at any time and may revoke permission at any time.*

- Authorized pick-up persons are responsible for transporting the child safely from the facility including the use of age-appropriate car seats.
- Children will not be released to anyone who appears intoxicated or unable to drive safely.

Late Pick-Up Policy

It is important to pick up your child before the end of your contract hours. However, we know that life can be unpredictable and things happen! Please contact your child's classroom if you are going to be late picking up your child. Recurring late pickups will require a parent/guardian and staff meeting and, if not resolved, could lead to discontinuation of services.

ATTENDANCE

A child benefits most from regular preschool and childcare attendance. It is the parent/guardian's responsibility to contact the program in the case of a child's absence. In the event of an illness, please inform us of the specific illness or symptoms. This information allows us to determine if we need to take steps to notify other families of possible exposure. The parent/guardian must fill out a reason for a child's absence every time on the sign in/out sheet. If your child is absent frequently, we will schedule a parent/guardian conference to develop an attendance success plan.

The following included types of absences:

Excused Absences: Absences when a child is sick are considered absences that are excused. For example: If your child has the flu, a virus, bad cough, asthma attack or any illness, it is an excused absence and please keep the child at home. If a parent/guardian is sick or if needs to take a child to the doctor, those also are excused absences.

Best Interest Days: Each child can use up to 10 "Best Interest" days per school year. Best interest days are for when a child is absent for reasons other than illness, including vacations or special days with the family. Please notify Teachers or Family Advocates of planned time away in advance when possible.

Unexcused Absences: Absences for other reasons such as the child wanted to stay home with a parent, guardian, or relative are considered unexcused absences. Each best interest day applied over the maximum of 10 will be considered an unexcused absence. Each child is allowed a maximum of three unexcused absences per school year. More than three unexcused absences may result in termination of services unless special circumstances apply.

Establishing a morning routine can be important to your child's success and learning. We encourage parents/caregivers to drop their child off at the beginning of their contract hours regularly.

FAMILY ADVOCATES & HOME VISITORS

All enrolled children in the center-based, home-based, and Family Child Care (FCC) programs are connected with a Family Advocate or Home Visitor to support Community Action Marin's Whole Family Approach.

Our Family Advocates and Home Visitors play a vital role in supporting families and ensuring that children receive the best possible start in their educational journey. The Family Advocate serves as a liaison between the family and the center-based and FCC programs, offering a range of services and support tailored to meet each family's unique needs. Home Visitors play a similar role in the home-based program.

Key Responsibilities of the Family Advocate & Home Visitor:

Resource and Referral Services:

- *Connect families with community resources, such as healthcare, housing assistance, employment services, free tax preparation during tax season, financial and career coaching, and educational opportunities.*
- *Provide referrals to specialized services, including mental health support, counseling, and disability services.*

Family Partnership Agreements:

- *Work collaboratively with families to develop and implement Family Partnership Agreements (FPAs) that set goals and outline steps to achieve them.*
- *Regularly review and update FPAs to reflect the family's progress and changing needs.*

Parent/Guardian Engagement and Education:

- *Facilitate Family Engagement Events on topics such as parenting skills, health and nutrition, financial literacy, child development, and community resources.*
- *Encourage and support involvement in the CFS program, including participation in classroom activities and Parent Leadership Council.*

Advocacy and Support:

- *Advocate for the rights and needs of families within the CFS program and the broader community.*
- *Provide support and guidance to families facing challenges, helping them navigate complex systems and access necessary services.*

Home Visits:

- *Conduct biannual home visits to build strong, trusting relationships with families and to better understand their needs and circumstances.*
- *Offer support and resources directly to families in the comfort of their homes.*

Your Family Advocate or Home Visitor is here to support you and your child's success in the CFS program. Do not hesitate to reach out for help, guidance, or to discuss any concerns you may have.

Confidentiality: All interactions and information shared with the Family Advocate are kept confidential in accordance with our program's privacy policies. We are committed to protecting your privacy and ensuring that your personal information is secure. We may ask for your permission to discuss your child's health or to receive information directly from your family's healthcare provider. If we have any reason to suspect child abuse or neglect, the law requires us to break confidentiality in order to protect the safety of children.

FAMILY ENGAGEMENT

We invite you to be actively engaged in the program and promote your child's learning and development by collaborating with your child's Teacher and Family Advocate or Home Visitor by:

- *Participating in the CFS orientation to help you and your child learn about the program.*
- *Sharing with your Teacher, Family Advocate, or Home Visitor any needs or concerns you have about your child.*
- *Creating a Family Partnership Agreement in collaboration with your Family Advocate or Home Visitor.*
- *Telling the Teacher what is important to your family so your values can be supported at school and in your home visits.*
- *Participating in home visits.*
- *Participating in conferences.*
- *Participating in intentional planning meetings or student success meetings as needed.*
- *Sharing your ideas and doing activities with children in the classroom.*
- *Participating in the Raising a Reader program, reading, or telling stories to your child at home.*
- *Participating in the ReadyRosie program to support learning activities at home and in the community.*
- *Volunteering at your child's site or home if applicable.*
- *Participating in leadership opportunities such as:*
 - *Parent Leadership Council*
 - *Advisory Committees*
- *Attending Family Engagement Events.*
- *Participating in parent/guardian education opportunities in the community.*

FAMILY GOAL SETTING

The Family Partnership Agreement process involves your Family Advocate or Home Visitor and is a goal setting process to support the growth and development of your family. The Family Partnership Agreement process kicks off in October or within the first three months of enrolling in the program.

This process involves:

- *The Family Advocate/Home Visitor meets with you in your home (if the home is not preferred then another location will be determined).*
- *The Family Advocate/Home Visitor leads you through a process that allows you to share with your family's strengths, needs, desires, and dreams.*
- *Collaboratively, you and your Family Advocate/Home Visitor identify goals for your family and establish an action plan.*
- *The Family Advocate/Home Visitor checks in with you ongoing throughout the year and provides you with resources and support to achieve your goals, needs, and interests.*

PARENT LEADERSHIP COUNCIL

The Parent Leadership Council (PLC) is a group of elected parents/guardians and community members who help lead and make decisions about the CFS program. We invite you to be a part of this impactful team or follow the accomplishments of the PLC!

Who Can Join?

- **Parents/Guardians:** *One parent/legal guardian representative and one alternate will be elected by peers at each site and program option cohort.*
- **Community Representatives:** *Individuals with a passion for supporting low-income families who have been approved by the PLC can also be elected.*
- *To maintain integrity and avoid conflicts of interest, PLC Members cannot have financial ties with Community Action Marin (CAM) or receive compensation from the agency. This means that members cannot be CAM employees or direct relatives of a CAM employee.*
- *Members can serve a maximum of five years on the PLC.*

Tasks of PLC Representatives

- *Attend an orientation for new members.*
- *Participate in monthly PLC meetings held on the second Tuesday of each month from 6:00 - 8:00 pm. We provide childcare, meals, travel reimbursement, and interpretation services. Meetings can be attended in person or virtually.*
- *Engage in the decision-making process for the CFS program.*

- *Inform and update other parents and guardians about CFS activities.*
- *Encourage parental/guardian involvement in the program and other community activities.*

Key Activities Throughout the Year

- **September:** *Recruitment, nominations, and elections for new PLC members and alternates.*
- **October:** *Orientation for new PLC members.*
- **November:** *First business meeting for the new PLC.*
- **November through June:** *attend monthly meetings to discuss policy and programmatic updates.*
- **March:** *Participate in the Annual California Head Start Advocacy Day in Sacramento.*
- **June:** *Final business meeting of the year and end-of-year celebration.*

Decision-Making Responsibilities

The PLC is responsible for approving and recommending decisions to the CAM Board of Directors, including:

- *Activities to support parental/guardian involvement in program operations, including policies to ensure that the program responds to the needs of parents, guardians, and the community.*
- *Priorities for recruitment, selection, and enrollment in the program.*
- *Applications for funding and amendments to applications for funding.*
- *Approval of the budget for program expenditure.*

We deeply value the input of parents and guardians in our program. Monthly minutes (notes) from the PLC meetings are available to all families through binders at CFS locations. For more information, reach out to your Family Advocate or Home Visitor.

HEALTH SERVICES AND NUTRITION ADVISORY COMMITTEE

The Health Services and Nutrition Advisory Committee (HSAC) HSAC is an advisory group usually comprised of local health providers, public health professionals, staff, parents, guardians, and community members. It helps our early childhood education programs make decisions regarding health services and strengthens the communities we serve.

Community Action Marin, as an anti-poverty organization, is committed to supporting a health services advisory committee that focuses on health equity and social determinants of health. The HSAC assists in the best way to meet the health and dental needs of children and families in our community. Joining the HSAC provides a behind-the-scenes look at how our Health Services work and the partnership and collaboration that goes into our services.

Parents and guardians are always welcome. Meetings are held approximately three times a year over Zoom. Flyers are posted in advance at the centers.

To express interest or provide input, please reach out to Senior Director of Health & Site Support, Christina Boothman: cboothman@camarin.org.

PARENT VOICES

Parent Voices is a partnership of parents throughout California that combines leadership development and community organizing in its efforts to increase funding, improve quality, and provide better access to child care for all families. There are Parent Voices chapters in 7 counties across California, including Marin County.

Parent Voices Mission: Through grassroots organizing and leadership development, we activate and center the wisdom of parents to transform child care and ensure all systems that impact our families are just, fair, and inclusive. We envision a just and caring society that centers the needs of Black, Indigenous & Immigrant families in order to ensure that all children, parents, and caregivers journey through life with dignity and love. Since 1996, Parent Voices (PV) serves as a space to build relationships, to share in the joys of raising children as well as the challenges of living in a system that isn't built for us. Parent Voices leadership development process begins with the conviction that every parent is the expert on their children's needs and has leadership qualities. Our "learn-by-doing" approach provides opportunities for parents to express and develop those qualities while building a community organization.

Parent Voices is active within Community Action Marin's parent and caregiver community. Family Advocates regularly invite Parent Voices to attend Family Engagement Events or share relevant information. Additionally, the local leader of Parent Voices shares information with the Parent Leadership Council.

For more information about monthly meetings, trainings, actions, and focus groups please contact the local chapter organizer:

Email: parentvoicesmarin@gmail.com
or visit the website: parentvoices.org



PROGRAM EXPECTATIONS FOR CHILDREN

Expectations help everyone know how to behave at Community Action Marin Children and Family Services and how we will treat each other, children and adults. These expectations are part of our social/emotional curriculum called the Teaching Pyramid. The purpose of the Teaching Pyramid is to promote healthy social-emotional development and to teach children the skills that will help them be ready to succeed in school and life.

These are our expectations for each child:

- *Show Respect.*
- *Make Safe & Healthy Choices.*
- *Solve Problems.*

Learning skills to meet these expectations are important for success in school and in life. They are an important part of everyday interactions. The expectations are for everyone in our program! You can use similar expectations with your child at home and when communicating progress with your child's Teacher.

What can you do?

- *Make a commitment today to help your child learn the expectations.*
- *Model the expectations for your child.*
- *Utilize other Teaching Pyramid strategies at home.*
- *Read and discuss the handouts your child's Teacher will share with you, and try some of the ideas!*

Take part in the "Family Engagement Events" at the center(s) in which your child is enrolled to learn activities to do with your child and participate in the Parent Leadership Council (PLC).

CREATING POSITIVE BEHAVIOR AT HOME

Parents, guardians, and other family members are powerful influences on shaping their child's behavior. Communication is the key by modeling and telling your child what is acceptable and unacceptable.

- *Tell your child what to do instead of what not to do.*
- *Show your child by demonstrating, modeling, or using a picture of the action.*
- *Clearly and simply state what you expect your child to do.*
- *Young children use inappropriate behavior because they may not understand the social rules or are unable to consistently apply what they are learning.*
- *Talk to young children using language they understand.*
- *Encourage your child in a way to help them understand their feelings. Use positive descriptive acknowledgements. This means giving your children very specific praise.*
- *Be enthusiastic and generous with encouragement.*

AVOID	SAY/MODEL	POSITIVE DESCRIPTIVE ACKNOWLEDGEMENT
Don't run	<ul style="list-style-type: none"> • Walk. • Use walking feet. • Stay with me. • Hold my hand. 	<ul style="list-style-type: none"> • You are holding my hand. • That is so respectful. • You walked carefully when carrying your drink. You made a safe choice. • You are so friendly to walk beside me and keep me company.
Stop climbing!	<ul style="list-style-type: none"> • Keep your feet on the floor. • Do you need something up high? • Let's find a safe way to reach it. 	<ul style="list-style-type: none"> • Wow! You have both feet on the floor. • You asked for help to get something, you are being careful.
Don't touch!	<ul style="list-style-type: none"> • Look with your eyes. • Keep your hands down. 	<ul style="list-style-type: none"> • You were really listening; you are looking with your eyes! • You kept your hands down. That is respectful.
Stop whining!	<ul style="list-style-type: none"> • Use a calm voice. • Talk so that I can understand you. 	<ul style="list-style-type: none"> • You are talking so clearly! That is so easy to listen to. • You told me in your words what was wrong. That is helpful. • You used your words. How respectful!
Don't hit!!	<ul style="list-style-type: none"> • Gentle hands. • Hands are for playing, eating, and hugging. 	<ul style="list-style-type: none"> • When you used gentle hands, you were being respectful. • You used your hands for clapping! You like being safe. • You are hugging. You are being friendly

For more parenting tips, come to our Family Engagement Events throughout the year!

POSITIVE GUIDANCE AND DISCIPLINE AT CFS

A positive social and emotional climate is essential for everyone. We treat all children with respect. We teach them the importance of playing and learning in a safe and nurturing environment.

In our center and FCC settings, simple classroom rules are established which set clear expectations. We do not allow children to hurt themselves, hurt anyone else, or destroy property. We encourage them to use words to negotiate solutions to conflicts.

We do not allow the use of corporal punishment, humiliation, shouting, physical handling, time-outs, or otherwise intimidating a child in any manner.

Whenever there is a concern about a behavior, we will set up a conference with the parents or guardians. We will work together to develop a plan to support positive changes both at home and at school.

We use the strategies from two programs to support positive social and emotional growth. CFS uses the Teaching Pyramid which helps children learn about themselves and how to interact successfully with others.

In CFS centers, we also use Second Step which teaches children about their own feelings and those of others.

5 Behavior Tips We Use in Our Program:

1. *Move from praise ("Good job") to acknowledgements by reporting what you see. Give details of their actions to give them more feedback.*
 - *"You put your dishes in the tub."*
2. *Connect acknowledgement with positive character traits.*
 - *"You cleaned up the blocks. You are keeping the area safe."*
 - *"You gave Leo the fire truck. That's being friendly."*
3. *Emphasize the impact on others.*
 - *"You cleaned up the blocks. Now someone else can have a turn."*
 - *"You gave Angie the book. She looks really happy to have it."*
4. *Ask open-ended questions.*
 - *"What do you like best about your tower?"*
 - *"How did you know to put the puzzle piece there?"*
5. *Say nothing. We do not need to comment on their actions continually.*
 - *Let children take joy in their own learning and allow them to experience the pride of their own accomplishments.*

Discipline

We encourage positive redirection. Positive discipline teaches children where limits are set, how to maintain control of their bodies, and how to solve problems in the event of conflict.

We encourage children to empathize with one another's feelings and see the results of their actions. We discourage inappropriate behavior. No child is subjected to corporal punishment or physical discipline at any time. Discipline must never be related to food, rest, or toileting.

We will make every effort to work with parents/guardians of children having difficulties in child-care. These efforts include partnering with Early Childcare Mental Health Consultants and offering therapeutic play from our Inclusion Team. Behavior of children which disrupts normal classroom group activities on a frequent or extended basis may indicate physical or emotional stress that requires additional support. The Teacher and/or Director, with parental/guardian consent, will take the necessary steps to refer the child for additional observation and evaluation.

Children displaying chronic disruptive or dangerous behavior which impacts the physical or emotional well-being of him/herself, another child, or staff may require the following actions:

- *A Student Success Team led by the Director of Disability and Inclusion including site staff and administrative leadership, will be brought together to review interventions and implement classroom strategies to support the child's success.*
- *Parent/Guardian will be called in for a Student Success Team meeting (SST). We will discuss the issues and identify possible solutions. A plan of action will be developed and agreed upon by the parents, guardians, staff, and a health/behavioral specialist.*
- *Follow up meetings will be scheduled to monitor the child's progress and provide ongoing parent support.*

Biting

Biting is very common among groups of young children, for various reasons. Understanding why a young child bites is the first step in preventing biting. Providing the child with oral stimulation objects such as a teething ring and modeling how biting hurts are strategies used in the classroom to reduce young children from biting. Our Director of Disability and Inclusion is available to support the classroom staff to implement strategies that will minimize biting behavior.

TRANSITIONS – MOVING ON

Children age out of the CFS Infant and Toddler programs the day before they turn 3 years old. To support families with this transition process, your Family Advocate begins checking in with you when your child turns two, again at 2½, and finally 4 months before he/she turns 3.

During this process, the Family Advocate shared about the different childcare options in the community. If families want to apply for the CFS Preschool waitlist, a new application must be submitted. Eligibility for preschool services must be re-determined.

For our Preschool program, children stay in the program until they are age-ready for Kindergarten or Transitional Kindergarten (TK). Only when a child stays for a third year will we be required to re-certify eligibility. Parents/guardians will be invited to attend a Kindergarten Transition meeting in order to learn about the expectations and opportunities in elementary school.

Helping your child prepare for a new learning environment:

- *Talk with a child about his/her new school.*
- *Visit the new school with your child.*
- *Help your child so he/she can say good-bye to his/her friends and teachers.*
- *Read stories about going to a new school.*
- *Ask your child's Teacher about suggestions that could help your child.*
- *Attend the Kindergarten Transition meeting for pre-school parents/guardians.*
- *Model a positive relationship with your child's new teacher.*
- *Be confident that your child will have a great time and will make new friends.*

Program Self-Evaluation and Assessment

Our program completes and submits program self-evaluation reports required by both the California Department of Education and the California Department of Social Services (State) as well as to the Office of Head Start.

The annual self-evaluation process includes the assessment data of:

- *Desired Results Parent Survey a requirement of the Desired Results Developmental Profile.*
- *Environmental Rating Scale tools.*
- *CLASS (Classroom Language Acquisition Scoring System) which scores interactions and engagement between teaching staff and children.*
- *Program staffing, personnel, qualifications and professional development.*
- *Parent/Guardian feedback and involvement*
 - *CAM Board of Director oversight.*
 - *ERSEA (Eligibility, Recruitment, Selection, Enrollment & Attendance).*
 - *Inclusion and Disability monitoring and referral processes.*
 - *Fiscal compliance and monitoring.*

Based on the results of the program self-evaluation, goals and action steps are developed and implemented.

UNIFORM COMPLAINT PROCEDURES

If you have a complaint or concern about our services, we encourage you to speak with your child's teachers, Family Advocate, Home Visitor, Site Area Manager, or a CFS Director. However, if your concern is not addressed, individuals, agencies, organizations, students, parents, legal guardians, and clients have a right to file a complaint regarding Community Action Marin Children and Family Services' alleged violation of federal and/or state laws. This includes allegations of unlawful discrimination (ED Code Sections 200 and 220 and Government Code Section 11135) in any program or activity funded directly by the State or receiving federal or state funding. Anyone wishing to register a complaint regarding compliance with discrimination and education equity policies or any matter regarding program services should contact:

Email: vozdepadres@camarin.org

People & Culture (formerly Human Resources) Hot Line: (415) 881-3794

If you are not satisfied with the response or decision from Agency officials, you may submit a signed written complaint to:

Early Education and Support Division

1430 N Street, Suite 3410
Sacramento, CA 95814

Child Care and Development Division

744 P Street, Ms 9-8-351
Sacramento, CA 95814

If the complainant is not satisfied with the response or decision from the California Department of Education, remedies may be available in Federal or State Court. A complainant filing a written complaint alleging violations of prohibited discrimination may also pursue civil law remedies, including, but not limited to injunctions, restraining orders, or other remedies.

THIS STATE, FEDERAL, AND LOCALLY FUNDED CHILD DEVELOPMENT PROGRAM IS OPERATED IN ACCORDANCE WITH POLICIES ESTABLISHED BY THE OFFICE OF CHILD DEVELOPMENT, CALIFORNIA STATE DEPARTMENT OF EDUCATION, AND THE CALIFORNIA HEALTH AND HUMAN SERVICES DEPARTMENT OF COMMUNITY CARE LICENSING.

To file a complaint regarding a state licensed community care facility, child care facility, or home care facility, contact us using the options below:

Phone: 844-LET-USNO (844-538-8766)

Email: letusno@dss.ca.gov

Online complaint webpage: complaints.cclld.dss.ca.gov

SECTION 1

Center-Based

(Infant, Toddler, Preschool)



Center-based programs include childcare at a site for infant, toddler, and preschool aged children. The following sections include information relevant to CFS's centers throughout Marin County.

APPROACH TO LEARNING

Children and Family Services center-based programs use Creative Curriculum because it believes that young children learn best by doing. Learning requires active thinking, experimenting, and problem-solving to find out how things work. It also requires children to learn first-hand about the world they live in.

In the early years, children explore the world around them by touching, tasting, listening, looking, and smelling. We use such things as blocks, books, and puzzles to let the children try out their ideas. We help them learn about sizes (big, small), shapes (circles, squares, triangles), and colors. We help them notice relationships between things – like, all the red ones are in the box.

We provide a culturally and linguistically appropriate environment, in the classroom, at the centers, and in the home (as applicable), that is rich in developmentally appropriate materials and opportunities for active learning. These experiences will provide support for the social-emotional, physical, and cognitive growth of the whole child leading to the ultimate goal of personal and social competence (success in their present environment, in school and with later responsibilities in life).

We focus on the following areas:

- **Social/Emotional** – regulating their emotions and behaviors, building positive relationships, and being cooperative and constructive in group situations.
- **Physical** – developing traveling skills, balancing skills, and large / small motor skills.
- **Language** – listen to and understand more complex language, use language to express thoughts and needs, and use conversation and other communication skills.
- **Cognitive** – shows positive approach to learning, remembers and connects experiences, uses classification skills, and uses symbols and images to stand for something not present.
- **Literacy** – shows awareness to the sounds of language, knowledge of the alphabet, knowledge of print and its uses, understands and responds to books and other texts, and shows beginning writing skills.
- **Mathematics** – uses number concepts and operations, understands spatial relationships and shapes, compares and measures, and shows knowledge of patterns.
- **Science and Technology** – uses scientific inquiry skills, shows knowledge of characteristics of living things and physical properties of objects and materials, understands the Earth's environment, and uses tools and other technology to perform tasks.

- **Social Studies** – shows knowledge about self and basic understanding of people and how they live, explores change related to familiar people or places, and shows simple geographic knowledge.
- **English Language** – shows progress in listening to and understanding English and shows progress in speaking English.

Environment

Our goal is for each of our classrooms to achieve a minimum average score of “Good” on each subscale of the Environment Rating Scale tool. The Thelma Harms Environment Scale is completed on each classroom annually by a Site Area Manager, with the collaboration of the teaching team. The assessment team collaboratively develops action steps on any subscales scored below a “Good” rating.

Child Supervision

Staff actively ensure that our environments are safe, and no child will be left alone or unsupervised at any time. Staff conduct head counts of children during transition times of indoor to outdoor, mealtimes, during bathroom times, or every hour as needed to ensure all children are accounted for.

Supervision is everyone’s responsibility, so in addition to our staff, parents/guardians must also use active supervision techniques to ensure our environments are safe.

Parent/Guardian must:

- *Ensure gate and door are closed and secured.*
- *Observe our No Cell Phone policy when dropping off/picking-up your child. This can be distracting.*
- *Give your child your undivided attention.*
- *Ensure your child is signed in and out every day with your full legal signature and exact time.*
- *Hold your child’s hand in the road and parking lot.*
- *Encourage children to follow safety rules.*
- *Secure your child in a car in a child safety seat as required by California law.*
- *Bring children with you to the center/classroom at drop off and pick up time. Children must not be left unsupervised in a vehicle.*
- *Report safety and supervision concerns to staff immediately.*

PROGRAM GUIDELINES

Clothing

CFS believes that children learn in many ways. They work hard and play hard at school. Please send your child in clothes and closed-toe shoes that allow them to paint, dig in the sand, ride tricycles, and do all of the things that young children like to do. Spare changes of clothing (shirt, pants, underwear, and socks) may be brought to school in a clearly labeled plastic bag and kept in your child's cubby.

Outdoor Play

Outdoor play is an important part of the daily routine that helps children learn about their environment and how their bodies move, while encouraging them to be more active. Children should be prepared to play outside some part of every day.

Diapers and Pull-Ups

We provide disposable diapers, pull-ups, and wipes for children who are not potty trained. We change your child at regular intervals throughout the day and as needed. Parents/guardians may choose to bring diapers or pull-ups for their child if they want a specific type other than what we provide.

If a specific type of diaper or pull-up is required based on documented medical advice from a health care professional, we will purchase the diaper or pull-up that meets this medical need.

When a child is ready for toilet training, we will develop a plan with the family.

Field Trips

Scheduled trips away from the center will require prior written authorization from a child's parent/legal guardian. We notify parents/legal guardian at least one week in advance. We invite and encourage parents/guardians to join us on these outings whenever possible.

Group Sizes

Adult to child ratios are planned in advance and followed for each age group based on the Title 5 regulations and Head Start Performance Standards. In every case we follow the more stringent regulations.

- **Infants (Birth to 18 months)** 1 adult for every 3 infants.
- **Toddlers (18 months to 36 months)** 1 adult for every 4 toddlers.
- **Preschool (36 months to 18 kindergarten)** 1 adult for every 8 preschoolers.
- **School Age (5 years to 14 years)** 1 adult for every 14 school-age children.

A TYPICAL DAILY SCHEDULE

CFS ensures that Teachers implement well-organized learning environments with developmentally appropriate schedules, lesson plans, and indoor and outdoor learning experiences that provide adequate opportunities for choice, play, exploration, and experimentation among a variety of learning, sensory, and motor experiences, and:

- *For infants and toddlers, promote relational learning which includes individualized and small group activities that integrate appropriate daily routines into a flexible schedule of learning experiences.*
- *For preschool age children, include Teacher-directed and child-initiated activities, active and quiet learning activities, and opportunities for individual, small group, and large group learning activities. Providing an opportunity for children to lead an activity and have responsibilities in their classroom is beneficial for social and emotional development and preparation for transitioning into TK and Kindergarten.*

To support implementation of the curriculum and the requirements of our grants, CFS provides age-appropriate equipment, materials, supplies, and physical space for indoor and outdoor learning environments, including functional space.

- *The equipment, materials, and supplies include any necessary accommodations, and the space is accessible for children with disabilities.*
- *CFS changes materials intentionally and periodically to support children's interest, development, and learning.*

Infant and Toddler/Early Children and Family Services (Infant to 3-year-old children)

The daily schedule for the children is a guide. It provides a framework for planning and organizing the daily routine and play activities for the children. The daily routines may be a little different based on the age of your child. Infants follow their biological needs. They are fed, changed, and nap when they need to. Toddlers are changed/ taken to the toilet before transitions in the day and as needed.

Your infant/toddler's day will begin with a warm, welcoming greeting followed by a word with your child's Teacher. This is a good time to update her/him about your child's morning and daily needs in order for his/her day to be successful.

The day will continue with breakfast, circle time, inside large and small group activities/play, and story time. Next will be outdoor play, large and small group activities/play, lunch, naptime, and snack.

We also plan routine care such as diapering, hand washing, and toileting throughout the day.

Preschool/Children and Family Services (3 to 5-year-old children)

The daily schedule for the children is a guide. It provides a framework for planning and organizing the daily routine and play activities for the children. The daily routines may be a little different based on the age of your child.

Your preschooler's day will begin with a warm, welcoming greeting followed by a word with your child's teacher. This is a good time to update him/her about your child's morning and daily needs in order for his/her day to be successful.

The day will continue with breakfast, circle time, inside large and small group activities/play, and story time. Next will be outdoor play, large and small group activities/play, lunch, naptime, and snack.

We also plan routine care such as hand washing and toileting throughout the day.

SECTION 2

Family Child
Care Homes



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Family Child Care Home Program Overview:

Family Child Care (FCC) takes place in the home of a licensed provider. It is one of the most common childcare arrangements nationwide, particularly for infants and toddlers. Family childcare providers enrolled in the FCCN program receive ongoing professional development training, guidance, and technical support from CAM FCC Manager to assure high-quality child development services.

Visits & Assessments

The CAM Family Child Care Manager conducts weekly visits with FCC providers during which they utilize the Desired Results Developmental Profile (DRDP) assessment tool and the Family Child Care Environmental Rating Scale (FCCERS) to evaluate and improve the quality of care.

Transitions

When children turn three years old, parents/guardians can either transfer them to a center-based program or remain at the family childcare home. To support families with this transition process (for those who choose to do so), we begin checking in when the child turns two, again at two and a half, and finally four months before they turn 3.

Note About Handbooks: Children enrolled in a Family Child Care Home through Community Action Marin will receive a handbook from Community Action Marin as well as their FCC Provider. Both handbooks have valuable information! Please follow the guidelines and policies in this Community Action Marin Children and Family Services Family Handbook, especially for the health policies, as this is directly tied to funding requirements. Please also note, that for early dismissal guidelines, please follow the direction of the FCC Provider.

SECTION 3

Home-Based Programs

(Prenatal, Infant, Toddler, Preschool)



The following sections include information relevant to CFS's home-based program, including expectant families and children.

EXPECTANT FAMILIES

CFS enrolls people who are pregnant into the Home-Based Program. We provide comprehensive service through referrals that include nutritional counseling, food assistance, oral health care, mental health services, substance abuse prevention, emergency shelter or transitional housing, free tax preparation during tax season, financial and career coaching, job training, one-time energy bill assistance, and domestic violence.

Expectant families are connected with a Home Visitor who provides pregnant individuals, partners, and other relevant family members with prenatal and postpartum information and education.

Expectant families receive at least two home visits per month and two socialization events per month. Topics covered include:

- *Fetal development*
- *Nutrition*
- *Risk of alcohol, drugs, and smoking*
- *Labor and delivery*
- *Postpartum recovery*
- *Parental depression*
- *Infant care*
- *Safe sleep practices*
- *Breast Feeding/ Chest Feeding*
- *Family planning*

PARENTS INTERACTING WITH INFANTS (PIWI) PHILOSOPHY

Philosophy Related to Parents

Parent-child relationships are a critical foundation for early development. Practices that recognize this foundation value the role of parent-child interaction in development. Home Visitors collaborate with parents in providing developmentally supportive environments for their children by expanding on families' knowledge and understanding of their children, building on natural interaction styles, and acting on parent preferences. Children's development is enhanced when parents recognize and act on their own important roles in supporting their children's developmental agendas.

Philosophy Related to Children

Early development is embedded within significant relationships and contexts of daily routines and comes about through interactions with others. Opportunities for parent-child play expand on children's strengths as active learners and are based on developmentally and culturally appropriate parent-child activities and interactions. Individual goals identified by parents are blended into parent-child play, and individual adaptations are used to enhance children's ability to engage in their environments.

Philosophy Related to Home Visitors

The primary role of the Home Visitor is to support and enhance parent-child relationships. Facilitators establish supportive relationships with parents and children by providing meaningful, pleasurable opportunities for parent/child play. Parent-child interactions and play are actively supported by Home Visitors within the context of Parents Interacting with Infants (PIWI) sessions. PIWI sessions are characterized by a spirit of collaboration in which Home Visitors operate interchangeably but continue to function as resources to one another and to families in relation to their own disciplinary/personal expertise.

HOME VISITOR & ROLES DURING THE HOME VISIT

Schedule a regular time with your Home Visitor that will have the least distractions for you, your child, and others in your home.

HOME VISITOR	PARENT/GUARDIAN
Presents learning experiences for you and your child during the home visit.	Participates in learning new activities to teach your child.
Leaves ideas and materials for you to use with your child for the rest of the week.	Follows up on learning activities for the week.
Uses your ideas in planning future home visits.	Shares observations made during the week and how activities worked. Suggests things you would like your child to learn.
Refers you to resources to help meet your interests and needs.	Lets the Home Visitor know, when interested in learning more about community resources.

Family Partnership Agreement

The Family Partnership Agreement allows you to share your family's strengths, needs, and desires. As you identify goals, you will create an action plan for you and /or your family.

Things to remember:

HOME VISITOR	PARENT/GUARDIAN
Reminds you of important medical requirements for your child and supports you to obtain those requirements.	If you or your child is ill, please contact your Home Visitor to reschedule the home visit.
	This is not a time for doing chores or watching television. Also, please have your cell phone on vibrate.
	Alert your Home Visitor if you have any animals in your home in case the Home Visitor has allergies.

HOME VISIT SCHEDULE

Each visit is about 1.5 hours long and encompasses the following schedule.

Greetings

- *Arrival*
- *Informal Conversation/Check-in*
 - *Follow-up to health requirements*
 - *Follow-up on resources given/goals*
 - *Any changes that family may need support with*

Opening Discussion

- *Sharing what happened since the last home visit*
- *Introducing Developmental Observation Topic*

Parent/Guardian-Child Observation Time

Closing Discussion

- *Sharing about what happened*
- *Activities to try before next visit*
- *Discuss areas of development families want to focus on for the upcoming home visit*

Goodbye Routine

SOCIALIZATIONS

Your Home Visitor will have regularly scheduled socializations days and times each month. This is time for all the Home-Based families to come together so children can learn and play with one another. Parents/guardians also have an opportunity to meet and share ideas.

Socialization Schedule (Two times per month for 2 hours)

Greetings

- *Arrival*
- *Potty/wash hands*
- *Informal conversation*
- *Hello Song*

Opening Discussion

- *Sharing what happened since the last visit*
- *Introducing Developmental*
- *Observation topic*

Parent/Guardian-Child Observation Time

Snack

- *Wash hands*
- *Tooth brushing*

Parent/Guardian-Child Song & Game

Closing Discussion

- *Sharing about what happened*
- *Carry over to home*

Goodbye Song

SECTION 4
**School-Aged
Programs**
(5-12 Years)



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The following sections include information relevant to CFS's school aged program for children 5-12 years of age.

SCHOOL AGED PROGRAM

We provide after school care at our Hamilton and Old Gallinas sites for children ages five to twelve. The vision of the program is to provide opportunities to extend education and quality care within a nurturing, friendly, and safe environment.

Our School Age program offers an extraordinary opportunity to encourage students to continue building on their classroom experiences, expand their horizons by having other recreational activities that promote physical and mental well-being, while enjoying each activity they are engaged in. Our dedicated and caring team provide a critical link to curriculum, help children master new skills, model excitement for learning, and foster an environment to develop a sense of belonging.

Our Community Action Marin (CAM) School Age Program extends a warm welcome to your family!

Program Descriptions

The goal of these after school programs is to assist children with their homework, and to get them cognitively, emotionally, and physically ready for their next level of development, including developing a life-long love for learning and leadership skills that facilitate their advancement.

Our program staff is committed to providing every child with engagement activities in a positive, creative learning environment, as well as high-quality care. Expect stories from your child about indoor & outdoor games, art, crafts, music, play, math, science, cultural awareness, completing homework, snack time, friendship building, and fun, fun, FUN!

Daily Program

Quality care and safety of all children and staff at all times is of the utmost priority. We provide an engaging and nurturing experience for all children. Children will be grouped by grade level. Children participate with their peers in indoor and outdoor activities; including but not limited to, structured play, games, arts and crafts, exploration, team building, and social interaction. Staff incorporate many enrichment opportunities such as board games, gross motor activities, mathematics, science, and social studies activities each week. Special events like talent shows, dances, lip syncs, clubs, musical performances, walking field trips, and mini carnivals may also occur in your child's program.

Designated areas for children to complete homework assignments will be provided. Although the quantity and complexity of homework is difficult to predict, our staff will make every effort to help children complete their homework during after school program time. Please note, early pick-up and unexpected or special events may result in all assignments not being fully completed.

On occasion (no more than once monthly) or due to inclement weather, the program may show PG movies as an option for student choice. If you wish for your student to not view these movies, please notify the Site Area Manager.

EXPECTATIONS

Student Expectations

We expect each student to:

- *Give their best effort in each activity in which they engage.*
- *Act respectfully when interacting with their teachers and peers.*
- *Follow the program and classroom rules.*
- *Be honest.*
- *Complete and turn their homework fully completed and on time to their school.*

Program Expectations

We expect parents and guardians to:

- *Respect your contract hours.*
- *Sign out with your first and last name.*
- *Talk to the Teacher when your child is not going to attend.*
- *Wait for your child to finish when the classroom has Art from the Heart.*

Classroom Management

The classroom has behavior expectations, which are posted in each classroom, and students have agreed to follow them after discussing each one of them. Positive reinforcement is an integral part of our classroom management system. We want each student to leave school each day feeling successful. We acknowledge students' efforts to follow the classroom expectations and participation by giving recognition in a variety of ways.

Homework

Our guidelines are to assist students working on their homework for 30–45 minutes per day. We will work closely with your child's Elementary School Teachers regarding days when homework is assigned to students and the due date. The School Age program will support your child to complete his/her homework during the period allocated for this work. We also expect parental/guardian participation in your child's homework. We would like to highlight that it is your responsibility to check that your child has completed all assignments for the week, and is returning homework to class.

Video Games/Cell Phones/Chromebooks

Video game-type toys are not permitted. If your child carries a cell phone, he or she will be required to keep the phone stored away in their backpack.

Parent/Legal Guardian Participation

Collaboration between the school and the families is key for your child's optimal learning outcomes. Therefore, we expect parents and guardians to maintain communication with their child's Teacher to discuss strengths and difficulties observed in their learning. We would like to encourage you to participate in meetings and assemblies and encourage you to read all communication sent home.

Communication

Open communication between classroom parents/guardians and Teachers is essential for developing an enjoyable and successful experience for your child. Please send a note, call, or visit if you have any questions or concerns, or do so even if you have none!

Accidents & Emergencies

If a child is injured at the site, first aid will be administered. If a physician must treat a child, every effort will be made to contact the child's parent/guardian and the doctor indicated on the "Emergency Information." In the event of an emergency, a child will be given the necessary emergency treatment until a parent/guardian can be contacted. Staff will call 9-1-1 if necessary. All sites are equipped with access to an AED unit.

COVID Vaccination

While the COVID vaccination is not required, it is strongly recommended and it is helpful for us to know if your child has been vaccinated. Vaccines are currently approved and available for everyone 6 months and older. We will document your child's vaccine status as it may be necessary information in the event of a COVID-19 outbreak.

Hours of Operation

The CFS main business office phone number is 415.526.7500 and can be reached Monday-Friday from 8:30am to 4:30pm (excluding holidays). There will be times when our operating schedule may change due to the following circumstances, and we will plan in advance:

- *Early Release Days*
- *Parent-Teacher Conference Week*
- *Last Week of School*

Late Pick-Ups

If the parent or other authorized person(s) fails to pick up your child(ren) and or contact the Site Manager or school age Teachers, and if no one can be reached within sixty minutes after closing time, the School Age program staff may release your child(ren) to the custody of Marin County's Children and Family Services or other legal authorities.

Program Policies and Practices

Program provides a light snack after we pick up children from school on the half day program, and breakfast, lunch, and a lite snack in the afternoon during the full day program.

- *We are open full time when the school is closed. Please make sure you check your contract hours.*
- *Remember to call us if your child is going to be absent or not attending school.*
- *We will pick-up your child from school and we will walk back to our site every day.*
- *Our programs do not offer care while school is in session. For example, your child cannot be dropped off here at our site after a morning doctor appointment during school time.*
- *Please communicate with us about any changes in your child's, health and/or home, so we can help you with any resource our agency or the program may have on site.*
- *Court ordered custody agreements must be in the child's file.*
- *We are here to help your child academic, social, and emotional needs.*
- *We can communicate openly with your child's school if you sign a consent form giving us that right.*
- *Please leave all toys at home.*

Absences

If your child will be absent or late to the School Age program, please notify the School-Aged Teachers or Site Manager in writing (text message, email, letter) before the end of the school day so missing child procedures will be avoided.

If we do not receive notification from you that your child will not be attending or will be late to after school, every effort will be made to verify the absence through the main school office and through the emergency contacts provided by the parent/guardian. If we are unable to locate your child, CPS or the local police department will be called.

Student/Staff Ratio

To ensure the quality of the School Age program, the student-to-staff ratios are kept at approximately 1 to 14.

Staff Qualifications

Community Action Marin Teachers meet or exceed established educational and experience requirements for the positions held. They participate in formal training each year and undergo background checks through local, state, and federal authorities. Ongoing professional development opportunities in the areas of classroom management, recreation, inclusion, and instructional strategies are provided for all staff throughout the year. All staff members are trained in CPR, AED, and basic First Aid.

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Children and Family Services



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Community Action Marin is a 501(c)(3) non-profit anti-poverty agency that helps people throughout Marin County achieve well-being, dignity, & hope.