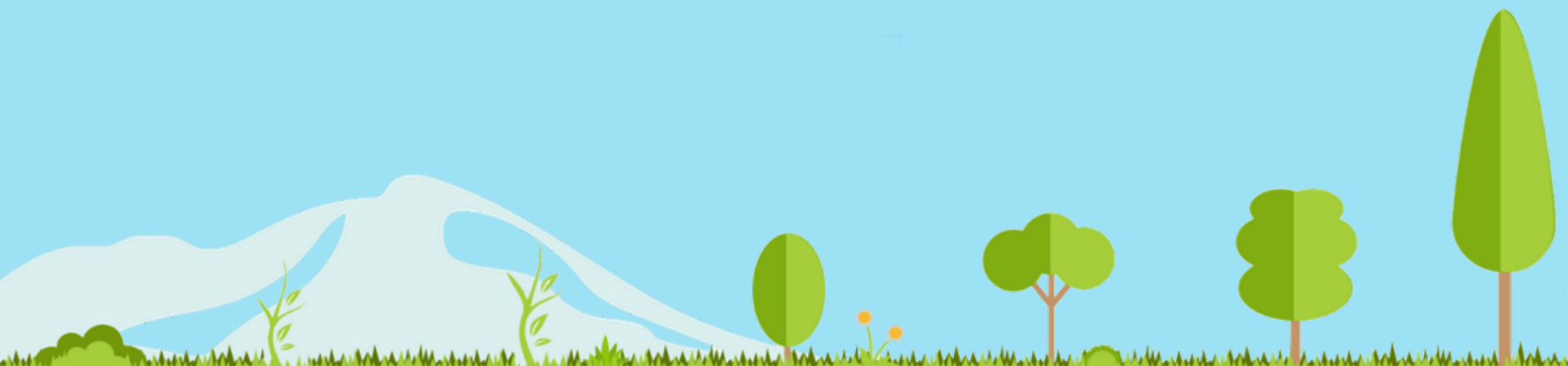


**2026-2027
HOME BASE
FAMILY
HANDBOOK**



WELCOME!

Dear Parents:

Welcome to Shasta Head Start! We are honored that you have chosen to enroll with us. Shasta Head Start is a birth to age five program serving pregnant women, infants, toddlers, and children of preschool age. We provide age-appropriate programs that are safe, fun, and interesting, designed to help children make friends, grow, and learn as they get ready for school. We also offer learning experiences just for parents and other significant people in children's lives.

This handbook provides an outline of the program. By working together, we can help to provide you and your child with a wonderful experience and opportunities for success during your enrollment in the Shasta Head Start program.

Best Regards,

Gordon Chatham
Executive Director
Shasta Head Start

This Parent Handbook Belongs To:

Name: _____

Center: _____

Home Visitor: _____

Shasta Head Start

CHILD DEVELOPMENT, INC.

Shasta Head Start is dedicated to making a positive difference in the lives of young children, one family at a time. We provide opportunities for education, parenting support and resources to families in our communities.

We are...

**Kind and Friendly
Respectful
Safe and Healthy**

Our VISION is to give children and their families

A STRONG START IN LIFE

We believe...

- . **Building relationships is foundational for nurturing change and growth**
- . **Commitment to learning strengthens individuals, families and communities**
- . **Individualized services create opportunities for success**
- . **Hard work and innovation lead to excellence**
- . **Fun and a sense of humor maintain balance**

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WHAT IS THE HOME BASE PROGRAM?

Our Mission: Shasta Head Start (SHS) is a non-profit agency dedicated to making a positive difference in the lives of young children, one family at a time. We provide opportunities for education, parenting support, and resources to families in our communities.

Our Program: SHS is federally funded through the U.S. Department of Health & Human Services to serve eligible families with young children birth to five years of age and pregnant women, through a variety of program options in Shasta, Siskiyou, and Trinity Counties. Shasta Head Start delivers services to children and families in core areas of early learning, health, and family well-being while engaging parents as partners every step of the way. Shasta Head Start encompasses preschool programs, which primarily serve 3 and 4-year-old children, and Early Head Start, which services infants, toddlers, and pregnant women. Our school readiness and early learning programs are designed to provide early childhood development and education along with continuous and intensive family support services to pregnant women, infants, toddlers, and preschoolers.

What to Expect: You are your child's first and primary teacher. In the home-base program option, comprehensive services are provided within your own home and with the goal of supporting the parent-child relationship. You, the parent, are the most important person in the world to your child and we will have the opportunity to work together in the most familiar setting which holds the most meaning to you and your child. Promoting secure parent-child interactions and school readiness experiences in the home provides a foundation for you as the parent to weave learning moments into your family's daily routines.

Core Services:

- Child development and school readiness
- Developmental, sensory, and behavioral screenings and assessments
- Family goals for you and your child
- Home visits and/or parent-teacher conferences
- Activities to support your child at home
- Health, Nutrition, and Dental Services
- Disability/Mental Health Services
- Parenting groups and trainings
- Parent Center Committee meetings
- Parent Policy Council

Home Visits: Families will receive one home visit per week that lasts at least an hour and a half. All home visits are planned jointly by the home visitor and parents to reflect the critical role of parents as their child's first and primary teacher. Home visitors will help parents in providing high-quality early learning experiences in language, literacy, mathematics, social and emotional, functioning, approaches to learning, science, physical skills, and creative arts.

Playgroups: In addition to one-on-one home visits, group socializations or playgroups are offered twice a month. Play groups promote the parent's role as the child's teacher through experiences focused on the parent-child relationship. Play groups will also be planned jointly with the parent and focus on the child's development and goals and how the parent can support them and will be conducted with both child and parent participation. Play groups may occur in a classroom, community facility, or field trip setting and will include a healthy meal or snack.

CODE OF CONDUCT

Program Wide Behavior Expectations

We are Kind and Friendly

We are Respectful

We are Safe and Healthy

These are the three basic expectations for children in our classroom. They also apply to each adult involved in children's Head Start/Early Head Start experience, including staff, parents and volunteers. SHS's goal is to ensure that our classrooms and functions are safe, both physically and emotionally, for children and adults.

Each adult pledge to:

- Treat all staff members with respect, in person and on the phone.
- Treat parents and volunteers with respect.
- Use language appropriate for young children to hear.
- Address misbehaviors of their own children in a positive manner.
- Direct all concerns regarding children to SHS staff.
- Support child supervision by:
 - ensuring doors and gates close behind them when visiting the center
 - ensuring children are signed in and out
 - immediately notifying center staff of any observed child supervision issues

Under no circumstances will the following behaviors be allowed by adults:

- Verbal abuse, whether in person or on the phone to and from adults including profanity, yelling and name-calling or threats
- Speaking negatively in front of one's child or other children, parents or community members about staff or other enrolled families
- Videoing or photographing at SHS premises without permission
- Physical or verbal punishment of children, including one's own child

SHS reserves the right to ask any adult, including parents/guardians/ family members to leave the center, classroom, or function if a situation occurs as described above. If the adult refuses to leave, a call may be placed to the appropriate authorities. I

Community Complaint Process

The Shasta Head Start Child Development, Inc. (SHS) community complaint process is a means for the resolution of complaints by community members and program participants such as parents or guardians. Steps for parents and legal guardians:

1. Meet with the Site Supervisor or Head Teacher about your concern. Work together to find a cooperative solution.
2. If the solution offered by the Site Supervisor is not satisfactory, ask for the Area Manager's name and phone number, and speak on the phone or meet in person.
3. If the solution offered by the Area Manager is not satisfactory, concerns should be addressed in writing to the Executive Director of Shasta Head Start at 375 Lake Blvd. Suite 100, Redding, CA 96003.

The written complaint shall contain the following items:

- * The date, center location, and employee involved
- * Specific description of the complaint
- * Desired outcome

The Executive Director will respond in writing within 7 business days.

4. If the complaint is not satisfactorily settled by the Executive Director, the complaint should be forwarded to the Board of Directors at Shasta Head Start, 375 Lake Blvd. Suite 100, Redding, CA 96003, with a request for a hearing within 30 business days. The Board of Directors will respond in writing within 30 business days of the hearing. The decision by the Board of Directors is final and binding.

All complaints and issues will be discussed in a manner that is respectful, cooperative and collaborative, safe, and lawful for children, parents, and staff.

EARLY CARE & DEVELOPMENT PROGRAM

Child Development Philosophy: We believe and are committed to a childcare and development program which includes parents as partners, respects family culture, and recognizes children as unique individuals who learn and develop at different rates, and with different styles.

As facilitators of learning and development, home visitors along with parents, create a safe, caring environment. In this environment, nurturing relationships among children, families, and staff can evolve. Children are able to explore and discover through planned experiences that are developmentally appropriate, and based on individual needs. They gain experience in physical, social, emotional, and cognitive domains while positive reinforcement, praise, and care allow them to feel good about themselves. You and your child will participate in a variety of learning and development activities, make new friends, and have fun as you learn and grow.

Curriculum: Our home base option uses a research based curriculum called *Parents as Teachers* as the primary curriculum. This curriculum allows children to learn about themselves, others, and the world around them through environment and well planned lessons. Activities and instruction are individualized to meet each child at their own level of development. You and your child will participate in many different activities designed to build skills and concepts as they reach new levels of development. A lesson plan will be posted with the activities that your child will be involved in at your playgroup, and we invite you to offer ideas and suggestions to your home visitor.

Teaching Pyramid: The Teaching Pyramid is a framework for supporting the social and emotional development of our children. The goal of the Teaching Pyramid is to create an environment where every child feels good about coming to school. This is accomplished by designing classrooms that promote engagement in learning and by building positive relationships among children, families, and staff. In our use of the Teaching Pyramid, our classroom staff will work together to ensure that all children understand behavioral expectations, receive instruction in social skills, and those who are struggling receive individual support.

The Teaching Pyramid illustrates that the foundation for helping children develop social and emotional skills is nurturing and responsive relationships and high-quality environments. Children also benefit from direct teaching of social and emotional skills including friendship skills. Identifying emotions, regulating emotions, and problem solving. A few children will need all of those supports AND individual intervention to address behavioral concerns.

Diapers: SHS provides diapers for children who need them during their playgroups. Upon enrollment you will be asked about your child's diapering routine.

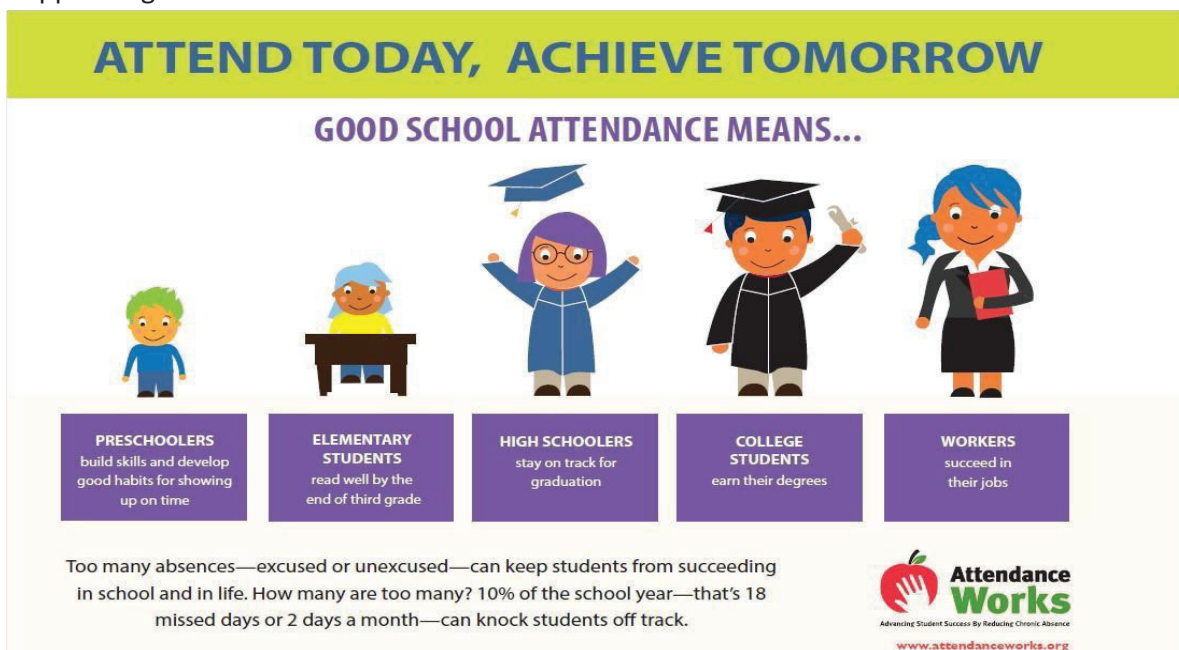
Biting: If your child is a toddler be aware that some toddlers go through a "biting stage." This is a normal developmental process. If a toddler is biting, they are most likely teething, and we will supply a teething ring to soothe the gums. If biting becomes harmful to others we will discuss a plan to ensure the safety of all children in the program.

Custody/Restraining Orders: At the time of enrollment, the enrolling parent/guardian will provide staff with a copy of any court document that affects parental rights of either biological parent (i.e., court custody, restraining order. In cases where the legal parent/guardian wishes to deny access to the non-custodial parent, the appropriate copies of legal documentation (custody order, restraining order, or termination of parental rights) must be submitted to SHS staff.

SHS is required by law to uphold current court custody orders and current restraining orders provided by parent/guardian.

Family Preparedness Plans: Shasta Head Start (SHS) is committed to ensuring that our facilities remain safe and accessible to all California residents, regardless of immigration status. If SHS has information about immigration status, citizenship status, or national origin information, SHS shall not use the information to discriminate against any students or families or keep children from enrolling in or attending the program. Families can access the Attorney General's model policies at <https://oag.ca.gov/immigrant>

Attendance: Regular, on-time attendance is crucial for children to be well prepared for success in kindergarten and beyond. Regular attendance, 90% or above, is an expectation of participating in the SHS program. Parents **must** notify SHS when a child will be absent due to illness or other emergencies. SHS staff will work with parents in a positive and proactive way to support regular attendance.



Excused Absences:

- An excused absence is an absence due to illness, medical/dental appointments or emergency (including natural disasters and power outages.)
- Parents may ask that absences due to travel be excused. Approval is granted on a case-by-case basis.
- Parents **must** contact Shasta Head Start *on or before* the absence to confirm the absence as excused.

Unexcused Absences:

- An unexcused absence is an absence *not due* to illness, emergency or medical/dental appointments.
- "No shows" without parent notification are considered unexcused absences.
- All unexcused absences and explanations will be documented on the home visit record.

- A total of two (2) consecutive unexcused absences may result in an Attendance Study Team. If the family is unwilling to participate, the slot will be considered open for enrollment.
- Examples of chronic attendance concerns include, but are not limited to, the following:
 - Missing two or more consecutive home visits.
 - Very frequently rescheduling regular home visits.
- Withdraw from the program:
 - If consistent attendance cannot be established by home visit participation, families will be withdrawn from the program only when they are unwilling or unable to participate.
 - If all attempts to communicate with the family have failed using phone, letter, text message, or visit to the home, the family will be withdrawn from the program after ten (10) consecutive days of no contact.

Discipline Policy: The following are strategies and guidelines for helping children with their behavior:

1. Anticipate and prevent potential problems by establishing consistent routines and schedules, supportive environments, and clear behavior expectations.
2. Use Positive Descriptive Acknowledgement when a child is displaying desired behavior (describe what you see, i.e.; “You’re using walking feet in the classroom, you’re safe!”)
3. Redirect children to appropriate activities without acknowledging inappropriate behavior. Offer activity choices that will meet the child’s need. Remember, behavior communicates a need!
4. Recognize and validate children’s feelings. Help them find ways to express their feelings so that they can calm down and regulate.
5. Directly teach the use of social and emotional strategies.
 - a. Friendship Skills
 - b. Emotional Literacy (ability to identify, to understand, and express emotions in a healthy way)
 - c. Emotional Co-Regulation and Self-Regulation
 - d. Problem Solving
6. Use teachable moments to teach and practice the use of social and emotional strategies.
7. Have therapeutic classroom materials readily available as various options for methods to self-regulate. Materials available will include a quiet space, sensory materials and opportunities for movement and physical outlet.
8. Use humor to help children understand that you really care about them and to keep things lighthearted.

At no time will personal rights be violated or will corporal punishment, emotional or physical abuse, humiliation, isolation, the use of food as punishment or the denial of basic needs be used.

The home visitor and parents will discuss concerns related to behavior and together create a plan to support the child. Parents may be asked to participate in meetings to identify potential strategies that may support their child's success. Parents may be asked for permission to refer their child for further observation by a behavior or mental health specialist.

Home Visitors, SHS staff and parents will work together to develop an individual plan to reduce undesired behavior and increase appropriate social emotional skills.

Transitioning Children: SHS provided support to families in becoming advocates for their children as they move within or out of our program in the following ways:

- Transition plan is developed which includes strengths, areas of growth, guidance, and strategies to support each child and family transitioning in/out of Head Start.
- Each child at 2.5 years (30 months) of age, will have a transition plan developed to support their move from infant toddler to a preschool program.
- Activities are planned by teachers and caregivers to support transition plans. These activities are incorporated into the curriculum and involve parents and community partners.

NUTRITION

SHS participates in the California Childcare Food Program (CACFP). We follow high standards for both menu planning and food preparation. Your family will receive a nutritious meal or snack at each playgroup. Children are encouraged to choose which foods they would like to eat and to begin serving themselves. Food is never used to punish or reward a child; mealtime is a happy, pleasant experience. All foods offered meet Head Start guidelines of low sugar, low sodium, low-fat content, and no excessively sweet or sticky foods. Families cannot bring outside food to a playgroup for their individual child or to share with the classroom on special occasions.

Special Diets: If your child has an allergy, restriction, or special diet, please let us know. We will try to accommodate all medically necessary diets and diagnosed food allergies. Food accommodations typically require a doctor's note. A child may not be able to attend playgroup until an individualized plan is in place to ensure their safety during mealtimes. We do not accommodate food preferences.

Choking: To reduce the risk of choking, children will not be offered foods that are round, hard, small, thick, sticky, smooth, or slippery (i.e., hot dogs, whole grapes, hard candy, nuts, seeds, raw peas, hard pretzels, chips, popcorn, spoonfuls of peanut butter, marshmallows, or chunks of meat larger than can be swallowed).

Formula/Breast Milk: Formula is provided during socialization groups.

Civil Rights Policy for Child Nutrition Programs

To meet the Federal and State compliance requirements for civil rights complaints, the following policy has been written and implemented for SHS Child Development Inc.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint or discrimination, complete the USDA Discrimination Complaint Form, (AD-3027) found online at: www.usda.gov/non-discrimination-statement, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

Mail: U.S. Department of Agriculture

Office of the Assistant Secretary for Civil Rights

1400 Independence Avenue, SW

Mail Stop 9410

Washington, D.C. 20250-9410

Fax: (202) 690-7442; or **Email:** program.intake@usda.gov

This institution is an equal opportunity provider.

HEALTH & SAFETY

Health Requirements: California State Law requires that all children have a current physical exam and up-to-date immunizations to attend playgroups.

The purpose of this exam is to determine if there are any problems which could affect your child's ability to participate and learn while in Head Start. Head Start also requires children throughout the course of their time in our program, stay up to date on these exams and immunizations.

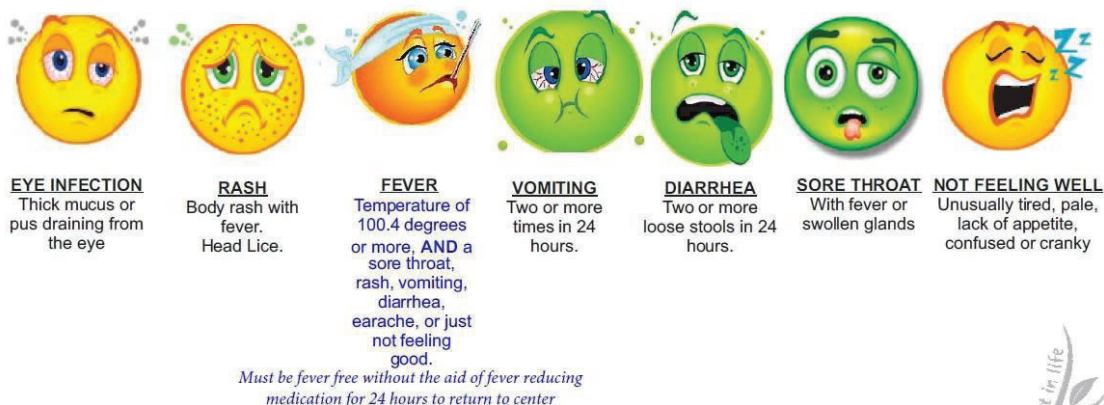
To schedule your child's exam, please call your health care provider or ask your home visitor for a list of local medical providers. Children already on Medi-Cal will be able to obtain this exam as part of their insurance. If your child is un-insured and your family meets the income guidelines, he/she may be able to get enrolled at the time of the exam. Contact your health care provider for more information.

To attend playgroups children must have a complete medical exam within one year prior to or 30 days after entry. A doctor-signed medial report meets this requirement.

No Shots? No Records? No School.



Illness & Playgroup Health Check: If your child has a fever, diarrhea, is vomiting, or is obviously ill, please keep them at home. This protects the other children and helps your child to rest and recover. A health check will be completed with each child upon arrival to each playgroup. If your child is obviously ill, they will not be allowed to stay. Keep your child home if they have any of the following symptoms:



Head Lice Policy: To help protect children from contracting head lice, the following policy is in effect:

- At the start of each playgroup, home visitors will check every child's head for the presence of head lice or nits (eggs). Shasta Head Start has a "no-lice" policy which means that any child with lice or nits within ½" of the scalp will be sent home for treatment and removal of the nits.
- A child infected with head lice will not be allowed to return to playgroup until your home visitor has checked and confirmed that your child is lice free and there are no nits within ½" of the scalp.
- Parents are encouraged to make checking for head lice and nits a part of their child's daily hygiene routine. If you need help learning to detect and remove lice and nits, please ask us. We can help.

Medication: If your child requires medication, it is the parent/guardian's responsibility to administer during playgroups.

Hearing and Vision Screenings: All children enrolled in Early Head Start (EHS) or Head Start (HS) will have their hearing and vision screened within 45 days of entry into the program. All screenings are age appropriate and non-intrusive. If your child does not pass the screenings, we will screen them a second time before we make a referral. If we give you a referral, we ask that you take your child to your health care provider or eye doctor to check their hearing or vision. Please bring us the results of that appointment.

Sun Screen Policy: Shasta Head Start has a sun screen policy to ensure that all children and staff participating in the program are protected from sun damage caused by harmful UVB and UVA rays of the sun. Parents of children six (6) months and older are encouraged to apply sunscreen to their child before they attend school the months of April thru October. For general sun safety, please remember to: use sunscreen, wear protective clothing and sunglasses, take breaks in the shade, and drink plenty of water. For more information contact your center's staff.

Smoking Policy: Each of our centers is a smoke-free and tobacco-free environment. Smoking, vaping, or chewing tobacco are not allowed in or around the building, including the parking lot or within 30 feet of any doorway or window at all times.

All times means:

- Regular business hours
- Activities taking place before or after regular business hours (Including events sponsored by Shasta Head Start)
- Other times not described above

All spaces indicate Centers including:

- Classrooms
- Kitchens
- Offices/Meeting Rooms
- Playgrounds
- Parking lots
- Vehicles used for transportation of children, parents or others
- All other spaces not described above utilized by Shasta Head Start

Pest Management Policy: SHS follows the Healthy Schools Act and takes an integrated pest management (IPM) approach to pest control. The purpose of IPM is to use the most effective and least toxic pest management practices at school sites in order to reduce children's exposure to toxic chemicals and pesticides. For more information about IPM please visit: www.schoolipm.info.

The Healthy Schools Act requires that all child care centers notify parents or guardians of pesticides they expect to apply during the year. We may use the following pesticides in your center this year:

Product Name:

Advion Cockroach Gel Bait
Advion Ant Gel
Alpine WSG
Essentria IC
Fendona CS

Active Ingredient:

Indoxacary
Indoxacarb
Dinotefuran
Sodium Lauren Sulfate, Geraniol, Clove Oil
Alpha-Cypermethrin

For more information regarding these pesticides and pesticide use reduction, please visit the Department of Pesticide Regulations website at: www.cdpr.ca.gov.

The Healthy School Act of 2000 requires that all child care centers provide parents or guardians of students with notification of pesticide use at the center. The notification will be posted at the center 24 hours prior to application and will identify the active ingredient(s) in each pesticide product. For further information on pesticides and their alternatives, please visit: <http://www.cdpr.ca.gov>. Parents or guardians may also request to be individually notified prior to any pesticide application, by completing the request below. If you would like to be notified every time we apply pesticide, please complete and return the form below to be entered into the registry. People listed on the registry will be notified 72 hours before pesticides are applied. For further questions, please contact your home visitor or Health Services Manager.

<detach here>

Request for Individual Pesticide Application Notification

I would like to be notified 72 hours before each pesticide application at my child's center.

I would prefer to be contacted by (check one): E-mail _____ Phone _____ Text _____

Name of Parent/Guardian: _____ Date _____

Name of Child: _____

Phone: () _____ E-mail: _____

Return to: Shasta Head Start - Health Service Manager, 375 Lake Blvd, Suite 100 Redding, CA 96003

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PARENT ENGAGEMENT

The success of SHS is a direct result of the consistent commitment to involve parents and families in all aspects of the Head Start program. Parents become effective decision makers and exercise leadership skills as they participate and share in projects or processes. Our goal is to work together in partnership.

Participation: There are various ways you can participate and be involved:

- **Parent/Child Home Activities:** Enjoy teaching and engaging your child in activities that your home visitor provides. These forms are also an essential way to support SHS as they count towards required in-kind for Head Start programs.
- **Center Committee Meetings:** Parent center committee meetings are scheduled four times per year. Families are encouraged to attend these informative meetings which offer training, activities and opportunities to meet other families.
- **Parent Education:** Parent trainings and workshops cover many topics of interest to parents such as discipline, health, nutrition, etc.
- **Policy Council:** Representatives and Alternates are elected from each center in October to serve on the Policy Council. The Policy Council meets monthly to provide formal channels for shared decision-making in partnership with key management staff and the Board of Directors.

Donations/In-Kind: In-Kind relates to services or materials donated to Head Start. Each category of donation is documented and calculated on "In-Kind" forms which are maintained at the center and at workshops or trainings. Parent Child Activity Records or "Homework" are also a great source of In-Kind when you work with your child at home.

For every \$4 the US Government gives Head Start to run the program, \$1 in donations from Head Start families and the community must be given. These donations are given as "In-Kind" and not actual money, however the time and materials donated are counted as a dollar amount. The regulations state that if we don't collect all the In-Kind needed, the US Government can take \$4 away from our grant for every \$1 short we are in In-Kind. Be sure to keep track of your In-Kind donations so we can keep the program running strong and keep all the services we have for families.

Cultural Diversity: SHS adheres to multi-cultural principles which promote respect for each individual's cultural differences and cultural identity. We embrace diversity and incorporate information about various cultures in our curriculum, center environments, and through training. Cultural diversity enhances all aspects of our work with children, families, and the community.

Child Abuse Reporting:

SHS employees are mandated reporters and are required to report the suspicion of child abuse/neglect to Children and Family Services (CFS). SHS preserve confidentiality of all records pertaining to child abuse in accordance with state law.

Confidentiality: Confidentiality is the responsibility of each SHS volunteer, parent, or staff member. The protection of confidential business information is vital to the interests and the success of SHS confidential information includes, but is not limited to, the following examples:

- The confidential files of the children and families that we serve
- Staff and personnel information
- Computer programs and codes
- Pending projects and proposals
- Technological data

DISABILITIES & MENTAL HEALTH

SHS reserves 10% of its enrollment opportunities for children with disabilities who may require special help to achieve their full potential. We will not discriminate or deny admission to any child solely on the basis of a disability. If your child has special needs of any kind, our Disabilities Department will be working directly with you and your child's home visitor to ensure that individual needs are being met.

SHS provides comprehensive mental health services to children and families. Raising children can be a challenging but rewarding job. Your mental health is equally important to your child's well-being. Do not hesitate to let your SHS home visitor know if you need additional support and they will connect you to resources like parenting groups or local counseling services.

ELIGIBILITY & ENROLLMENT

Children are enrolled in eligible SHS and/or California Department of Education programs according to eligibility and selection requirements determined by federal and state funding mandates. In addition, SHS follows locally decided selection criteria based on the needs of the community to help ensure Head Start eligible families with the greatest need are offered home base, childcare and preschool service.

Non-Discrimination: SHS operates on a non-discriminatory basis. This means equal treatment and access to services without regard to race, color, religion, ancestry, national origin, ethnicity, gender, sexual orientation, marital or parental status, mental or physical ability, or handicap.

Religious Instruction: SHS will not provide nor be reimbursed for childcare and development services which include religious instruction or worship.
(Note: Authority cited: Section 8269, Education Code. Reference: Section 8265, Education Code)

- Barclay's Official Code of Regulation - Title 5 Education
- Division 1: California Department of Education
- Chapter 19: Child Care and Developmental Programs
- Sub Chapter 2: General Requirements
- Article 1: General Provisions

Certification/Recertification:

Head Start requires families to re-verify their eligibility in the program if:

1. There is a Break-in-Service (the child drops from the program for a period of time and re-enrolls in the same program year).
2. The child moves from Early Head Start to Head Start
3. The child participates in Head Start for a third program year

Fraud: Intentionally attempting to provide or providing false information, may result in termination of participation in this agency's program, and may be subject to legal action.

PROTECTION OF PERSONAL IDENTIFIABLE INFORMATION (PII)

SHS uses a comprehensive approach to data management designed to support the availability, usability, integrity, and security of data and to safeguard the Personally Identifiable Information (PII) contained in child and family records. SHS complies with the confidentiality and data procedures as defined in the Head Start Program Performance Standards (1303.20) and the Individuals with Disabilities Education Act (IDEA).

Data include all PII and other non-public information. Data include, but are not limited to, child level enrollment and assessment data used for daily program operation, aggregate child-level assessment data used for program outcome reports, and data used to show compliance to regulatory agencies.

Parents have the right to inspect their child's records and to amend records that the parent believes are inaccurate or misleading, and to request a hearing to challenge information in the child record.

Parents may request a copy of Shasta Head Start's full Procedures to Protect the Confidentiality of PI in Child and Family Records. These procedures detail quality of data, effective use of data, applicable confidentiality provisions, disclosures with and without parent consent, and maintenance of records.

ADDITIONAL PARENT RESOURCES

- **ADMISSION AGREEMENT**
- **EFFECTS OF LEAD EXPOSURE PUB515**
- **CALIFORNIA CHILD PASSENGER SAFETY
LAW PUB269**
- **KAITLYN'S LAW**
- **CAR SEAT SAFETY TIPS**
- **CAR SEAT CHECKLIST FOR PARENTS**
- **PEDESTRIAN SAFETY TIPS**
- **TELL ME WHAT TO DO INSTEAD**

ADMISSION AGREEMENT

I. BASIC SERVICES

Shasta Head Start is a federally funded program designed to provide early, continuous, and intensive support services to low-income pregnant women, infants, toddlers, preschoolers, and their families. Basic services include:

- a. Researched based curriculum promoting school readiness
- b. Healthy snacks and meals
- c. Vision and Hearing Screeners
- d. Developmental and Social Emotional Screeners
- e. Disability and mental health services and consultation
- f. Parent education and engagement opportunities
- g. Prenatal and postnatal services
- h. Transportation (specific locations)
- i. Home base and center base program options

II. OPTIONAL SERVICES

Optional services geared to the needs of each specific child and family includes:

- a. Assist in facilitation of services as per IFSP/IEP such as occupational therapy, speech and language services.
- b. Language services for English language learners
- c. Mental health services
- d. Assistance with follow-up and treatment for acute health problems (based on need)

III. PAYMENT PROVISIONS

The Head Start program is administered by the Administration for Children and Families (ACF) within the Department of Health and Human Services (HHS). All Head Start services are free to enrolled families. Nutrition services are free to all participants and are funded by the United States Department of Agriculture Child Care Food Program, which is administered by the State of California Department of Education. Due to the nature of our program, there will be no refunds.

IV. RIGHT OF LICENSING AGENCY TO PERFORM DUTIES

Section 101200 (b)(c) of the Community Care Licensing Manual, Title 22, Division 12, Chapter 1; it is understood by the Client and the Head Start Program that:

The Department has the authority to interview clients, including children, or staff, without prior consent.

- a. The licensee shall ensure that provisions are made for private interviews with any children or staff.

The Department has the authority to inspect, audit, and copy child or childcare center records upon demand during normal business hours. Records may be removed if necessary, for copying. Removal of records shall be subject to the requirements of Sections 101217(c) and 101221(d).

ADMISSION AGREEMENT

- b. The licensee shall ensure that provisions are made for the examination of all records relating to the operation of the childcare center.

V. CONDITIONS OF PARTICIPATION IN TODDLER COMPONENT

Section 101805(b) of the Community Care Licensing Manual, Title 22, Division 12 states

- (1) A child younger than 18 months of age shall not be moved into the toddler component. A child who is 18 months of age or older shall not be required to be placed in the toddler component.
- (2) Parents shall give written permission for the placement of their children in the toddler component, with the written permission maintained in the facility's file for the child.

Shasta Head Start will require parents of toddlers 18 months and older to sign below, giving permission for their child to be placed in the toddler component, prior to the child moving to the toddler room.

AGREED AND ACCEPTED BY:

Parent or Guardian

Date

VI. HEAD START "OPEN DOOR" POLICY

All Head Start centers are open during hours of operation for parents to visit, and participate in, as volunteers or observers, in support of program activities and your child's education.

VII. CONDITIONS UNDER WHICH THE AGREEMENT MAY BE TERMINATED

This Agreement may be terminated by the client in the event that the family moves from the area, or that the program no longer meets the needs of the child. This Agreement may be terminated by the program in the event the parent, guardian, or representative fails to meet the income guidelines as published in the current Federal Poverty Guidelines, or if the parent, guardian, or representative fails to meet the program's expectations for the child's regular attendance at program classes and/or activities. This Agreement shall be automatically terminated by the death of the client (child).

AGREED AND ACCEPTED BY:

Parent or Guardian

Date

Head Start Representative

Date

EFFECTS OF LEAD EXPOSURE

Children 1-6 years old are the most at risk for lead poisoning.

- Lead Poisoning can harm a child's nervous system and brain when they are still forming, causing learning and behavior problems that may last a lifetime.
- Lead can lead to a low blood count (anemia).
- Even small amounts of lead in the body can make it hard for children to learn, pay attention, and succeed in school.
- Higher amounts of lead exposure can damage the nervous system, kidneys, and other major organs. Very high exposure can lead to seizures or death.

LEAD POISONING FACTS

- Buildup of lead in the body is referred to as lead poisoning.
- Lead is a naturally occurring metal that has been used in many products and is harmful to the human body.
- There is no known safe level of lead in the body.
- Small amounts of lead in the body can cause lifelong learning and behavior problems.
- Lead poisoning is one of the most common environmental illnesses in California children.
- The United States has taken many steps to remove sources of lead, but lead is still around us.

IN THE U.S.

- Lead in house paint was severely reduced in 1978.
- Lead solder in food cans was banned in the 1980's
- Lead in gasoline was removed in the early 1990's

LEAD IN TAP WATER

The only way to know if tap water has lead is to have it tested.

Tap water is more likely to have lead if:

- Plumbing materials, including fixtures, solder (used for joining metals), or service lines have lead in them
- Water does not come from a public water system (e.g. a private well).

To reduce any potential exposure to lead in tap water:

- **Flush the pipes in your home.** Let water run at least 30 seconds before using it for cooking, drinking, or baby formula (if used). If water has not been used for 6 hours or longer, let the water run until it feels cold (1 to 5 minutes)*.
- **Use only cold tap water for cooking, drinking, or baby formula (if used).** If water needs to be heated, use cold water and heat on stovetop or in microwave.

- **Care for your plumbing.** Lead solder should not be used for plumbing work. Periodically remove faucet strainers and run water for 3-5 minutes.*
- **Filter your water.** Consider using a water filter certified to remove lead.

WARNING!

Some water crocks have lead. Do not give a child water from a water crock unless you know the crock doesn't have lead.

(*Water saving tip: Collect your running water and use it to water plants not intended for eating.)

For information on testing your water for lead, visit The Environmental Protection Agency at www.epa.gov/lead/protect-your-family-exposures-lead or call (800) 426-4791.

You can also visit The California Department of Public Health's website at <https://www.cdph.ca.gov>

POTENTIAL SOURCES OF LEAD

- Old paint, especially if it is chipped or peeling or if the home has been recently repaired or remodeled.
- House dust
- Soil
- Some imported dishes, pots and water crocks. Some older dishware, especially if it is cracked, chipped, or worn.
- Work clothes and shoes worn if working with lead
- Some food, candies and spices from other countries
- Some jewelry, toys, and other consumer products
- Some traditional home remedies and traditional make-up
- Lead fishing weights and lead bullets
- Water, especially if plumbing materials contain lead.

SYMPTOMS OF LEAD EXPOSURE

Most children who have lead poisoning do not look or act sick. Symptoms, if any, may be confused with common childhood complaints, such as stomachache, crankiness, headaches, or loss of appetite.

A blood lead test is free if you have Medi-Cal or if you are in the Child Health and Disability Prevention Program (CHDP). Children on Medi-Cal, CHDP, Head Start, WIC, or at risk for lead poisoning, should be tested at age 1 and 2. Health insurance plans will also pay for this test. Ask your child's doctor about blood lead testing.

For more information, go to the California Childhood Lead Poisoning Prevention Branch's website at www.cdph.ca.gov/programs/clppb, or call them at (510) 620-5600.

The information found on this publication are adapted from the California Department of Public Health Childhood Lead Poisoning Prevention Program. PUB 515 10/2019

CALIFORNIA CHILD PASSENGER SAFETY LAW

Protect your child — it is the law.



Use of child passenger restraint system for child under age 2

Except as provided in Section 27363, a parent, legal guardian, or driver who transports a child under two years of age on a highway in a motor vehicle, as defined in paragraph (1) of subdivision (c) of Section 27315, shall properly secure the child in a rear-facing child passenger restraint system that meets applicable federal motor vehicle safety standards. The child shall be secured in a manner that complies with the height and weight limits specified by the manufacturer of the child passenger restraint system.

Exemptions:

- A child weighing more than 40 pounds may be transported in the backseat of a vehicle while wearing only a lap belt if the backseat is not equipped with a combination lap and shoulder safety belt.
- In the event of a life-threatening emergency, a child may be transported without a restraint system if none is available, but must be secured by a seatbelt.
- A court may exempt child from the restraint system requirement in certain limited circumstances related to physical unfitness, medical condition, or size if an appropriate special needs child passenger restraint system is not available.

Use of child passenger restraint system for child under age 8

Except as provided in Section 27363 of the Vehicle Code, a parent, legal guardian, or driver shall not transport on a highway in a motor vehicle a child who is under eight (8) years of age, without properly securing that child in a back seat in an appropriate child passenger restraint system meeting federal motor vehicle safety standards.

Exemptions:

- A child under eight (8) years of age may ride properly secured in an appropriate child passenger restraint system in the front seat under any of the following circumstances:
 - There is no rear seat.
 - The rear seats are side-facing seats.
 - The rear seats are rear-facing seats.
 - The child passenger restraint system cannot be installed properly in the rear seat.
 - All rear seats are already occupied by children seven years of age or under.
 - Medical reasons require that a child cannot ride in the rear seat. Proof of the child's medical condition may be required.
- However, a child cannot be transported in a rear-facing child passenger restraint system in a front seat that is equipped with an active frontal passenger airbag.

- A child under eight (8) years of age who is four feet nine inches (4'9") in height or taller may be *properly restrained by a safety belt* instead of a child passenger restraint system. *Properly restrained by safety belt means that the lower (lap) portion of the belt crosses the hips or upper thighs and the upper (shoulder) portion of the belt crosses the chest in front of the occupant.*
- A child weighing more than 40 pounds may be transported in the backseat of a vehicle while wearing only a lap safety belt when the backseat of the vehicle is not equipped with a combination lap and shoulder safety belt.
- In case of a life-threatening emergency or when a child is being transported in an authorized emergency vehicle, if there is no child passenger restraint system available, a child may be transported without the use of that system, but the child must be secured by a seatbelt.
- A court may exempt a child from the Child Safety Belt and Passenger Restraint Requirements if certain determinations are made.

Use of child passenger restraint system for child between 8 and 16

A parent, legal guardian, or driver shall not transport on a highway in a motor vehicle a child who is eight (8) years of age or older, but less than 16 years of age, without properly securing that child in an appropriate child passenger restraint system or safety belt meeting federal motor vehicle safety standards.

Call your local health department for more information at:



For more information on safety seats: www.chp.ca.gov



STATE OF CALIFORNIA • CHILD CARE LICENSING • DEPARTMENT OF SOCIAL SERVICES

PUB 269 (2/18)

what is...

Kaitlyn's Law?

Kaitlyn's Law makes it illegal for a child under 6 to be left unattended in a motor vehicle without the supervision of someone 12 or older.

53% of hot car deaths happen because someone forgets a child in a car.
Every 9 days, a child dies from heatstroke in a vehicle.

Nearly 75% of children who die as a result of being forgotten in a hot car are under 2 years old.

In 2021, 22 children lost their lives in hot cars.

Safety Tips

- The temperature inside a car can rise to **20 degrees higher** than the temperature outside in just 10 minutes. This puts children left in cars at risk for **heat stroke**, which can result in injury or death.
- Even if you're in a hurry, **check the backseat every time you exit your car**. Try putting your purse or wallet in the backseat to help you remember.
- **Keep your car locked at all times**, related deaths can also occur when a child climbs into an unlocked car unnoticed.
- **If you see a child in a vehicle unattended and unresponsive, call 9-1-1 immediately.**

Resources

National Parent Helpline

Call 855-4APARENT

Tips for Keeping Children Safe in Cars

<https://www.nhtsa.gov/child-safety/you-can-help-prevent-hot-car-deaths>

Car Seat Seating Diagrams for Different Ages

https://www.cdc.gov/transportationsafety/child_passenger_safety/resources.html

The Raise Foundation

<https://www.theraisefoundation.org>



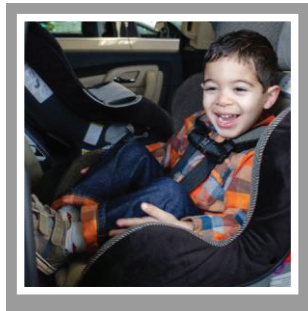
Car Seat Safety Tips

Everything you need to know to keep your kids safe in cars.

Engineers are working hard to ensure that cars and car seats are designed to keep kids as safe as possible. But it's up to every parent to take full advantage of these innovations by making sure car seats and booster seats are used and installed correctly. Here's what you need to know to ensure that your most precious cargo is safe in cars.

Choose the Right Direction: Rear- or Forward-Facing

- For the best protection, keep your baby in a rear-facing car seat until 2 years old or more. You can find the exact height and weight limit on the side or back of your car seat. Kids who ride in rear-facing seats have the best protection for the head, neck and spine. It is especially important for rear-facing children to ride in a back seat away from the airbag.
- When your children outgrow a rear-facing seat after age 2, move them to a forward-facing car seat. Keep the seat in the back and make sure to attach the top tether after you tighten and lock the seat belt or lower anchors (LATCH). Use the top tether at all times. Top tethers greatly reduce your car seat's forward motion in a crash.
- Kids can remain in some forward-facing car seats until they're 65 pounds or more depending on the car seat limits. Check labels to find the exact measurements for your seat. Discontinue use of lower attachment when your child reaches the limits set by your car seat and car manufacturers. Continue to use the top tether. You must read both manuals to know about those limits. Not to worry: Once your child meets the lower anchor weight limits, you will switch to a seat belt. Seat belts are designed and tested to protect all adults as well as children in car seats and booster seats.



Check Car Seat Labels

- Look at the label on your car seat to make sure it's appropriate for your child's age, weight and height.
- Your car seat has an expiration date. Find and double check the label to make sure it's still safe. Discard a seat that is expired in a dark trash bag so that it cannot be pulled from the trash and reused.

Know Your Car Seat's History

- Buy a used car seat only if you know its full crash history. That means you must buy it from someone you know, not from a thrift store or over the internet. Once a car seat has been in a crash, or is expired, it needs to be replaced.



Road injuries are the leading cause of preventable deaths and injuries to children in the United States. Correctly used child safety seats can reduce the risk of death by as much as 71 percent.

Register Your CarSeat

- Register your new or currently used car seat, ensuring that you are promptly notified about future recalls. You can register online with your car seat manufacturer, using the information found on the label on your car seat at safercar.gov. You can also register by filling out the registration card that came with your car seat. It's filled out with your car seat's information. Mail the card; no postage required.

Make Sure Your Car Seat is Installed Correctly

- **Inch Test.** Once your car seat is installed, give it a good tug at the base where the seat belt goes through it. Can you move it more than an inch side to side or front to back? A properly installed seat will not move more than an inch.
- **Pinch Test.** Make sure the harness is tightly buckled and coming from the correct slots (check your car seat manual). With the chest clip placed at armpit level, pinch the strap at your child's shoulder. If you are unable to pinch any excess webbing, you're good to go.
- For both rear- and forward-facing car seats, use either the car's seat belt or the lower anchors and for forward-facing seats, also use the top tether to lock the car seat in place. Don't use both the lower anchors and seat belt at the same time. They are equally safe- so pick the one that gives you the best fit.
- If you are having even the slightest trouble, questions or concerns, certified child passenger safety technicians are able to help or even double check your work. Visit a certified technician to make sure your car seat is properly installed. [Find a technician](#) or [car seat checkup event](#) near you.

Check Your CarSeat

- Seventy-three percent of car seats are not used or installed correctly, so before you hit the road, check your car seat. [Here's a quick car seat checklist to help you out.](#) It takes only 15 minutes.
- Learn how to install your car seat for free. Safe Kids hosts car seat inspection events across the country where certified technicians can help make sure your car seat is properly installed. They also serve in fixed locations called inspection stations during specific days and times in some communities. You may find an inspection station with certified technicians at a GM dealership, a hospital or even a fire house.

They will teach you so that you can always be sure your car seat is used correctly. [Find a Safe Kids car seat checkup event](#) where we use only certified technicians, near you.

Is it Time for a Booster Seat?

- Take the next step to a booster seat when you answer "yes" to any of these questions:
 - Does your child exceed the forward-facing car seat's height or weight limits?
 - Are your child's shoulders above the forward-facing car seat's top harness slots?
 - Are the tops of your child's ears above the top of the car seat?
- If the forward-facing car seat with a harness still fits, and your child is within the weight or height limits, continue to use it until it is outgrown. It provides more protection than a booster seat or seat belt for a small child.



Be Wary of Toys

- Toys can injure your child in a crash, so be extra careful to choose ones that are soft and will not hurt your child. Secure loose objects and toys to protect everyone in the car.

Buckle Up

- We know that when adults wear seat belts, kids wear seat belts. So be a good example and buckle up for every ride. Be sure everyone in the vehicle buckles up, too.
- Buckling up the right way on every ride is the single most important thing a family can do to stay safe in the car.

Prevent Heatstroke

- Never leave your child alone in a car, not even for a minute. While it may be tempting to dash out for a quick errand while your babies are sleeping in their car seats, the temperature inside your car can rise 20 degrees and cause [heatstroke](#) in the time it takes for you to run in and out of the store.
- Leaving a child alone in a car is against the law in many states.

Car Seat Checkup

Top 5 Things to Do at Home



- ☐ **Right Seat.** This is an easy one. Check the label on your car seat to make sure it's appropriate for your child's age, weight and height. Like milk, your car seat has an expiration date. Just double check the label on your car seat to make sure it is still safe.



- ☐ **Right Place.** Kids are VIPs, just ask them. We know all VIPs ride in a back seat, so keep all children in a back seat until they are 13.



- ☐ **Right Direction.** Keep your child in a rear-facing car seat for as long as possible, until they reach the highest weight or height allowed by your car seat manufacturer. Many kids will be 2 years or more when they outgrow their rear-facing car seat. Move your child to a forward-facing car seat when they are too tall or heavy for a rear-facing convertible seat. Make sure to adjust the harness straps and attach the top tether after you tighten and lock the seat belt or lower attachments (LATCH) after making the change.



- ☐ **Inch Test.** Once your car seat is installed, give it a good shake at the base. Can you move it more than an inch side-to-side or front-to-back? A properly installed seat will not move more than an inch.



- ☐ **Pinch Test.** Make sure the harness is tightly buckled and coming from the correct slots (check car seat manual). Now, with the chest clip placed at armpit level, pinch the strap at your child's shoulder. If you are unable to pinch any excess webbing, you're good to go.

Please read the vehicle and car seat instruction manuals to help you with this checklist. If you are having even the slightest trouble, questions or concerns, don't worry. Certified child passenger safety technicians are waiting to help or even double check your work.

Visit safekids.org to find a car seat inspection event in your community.

Pedestrian Safety Tips

Everything you need to know to keep your kids safe while walking.

Whether your kids are walking to school, the park or a friend's house, here are a few simple tips to make sure they get there safely.

Teach Kids How to Walk Safely

- Teach kids at an early age to look left, right and left again before crossing the street. Then remind them to continue looking around until safely across.
- It's always best to walk on sidewalks or paths and cross at street corners, using traffic signals and crosswalks. If there are no sidewalks, walk facing traffic as far to the left as possible.
- Teach kids to make eye contact with drivers before crossing the street.
- Children under 10 need to cross the street with an adult. Every child is different, but developmentally, most kids are unable to judge the speed and distance of oncoming cars until age 10.
- Encourage kids to be especially alert for cars that are turning or backing up.
- Teach kids not to run or dart out into the street or cross between parked cars.
- If kids are walking when it's dark out, teach them to be especially alert and make sure they are visible to drivers. Have them wear light- or brightly-colored clothing and reflective gear.



- Put headphones down or turn off the volume before crossing the street.
- Be aware of others who may be distracted and speak up when you see someone who is in danger.
- If kids need to use a cell phone, teach them to stop walking and find a safe area to talk.



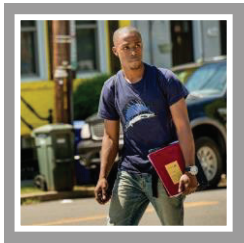
44 kids are hit by a car while walking every day in the U.S.

Let Your Actions Speak as Loudly as Your Words

- Be a good role model. Set a good example by putting your phone, headphones and devices down when walking around cars.
- When driving, put cell phones and other distractions in the back seat or out of sight until your final destination.
- Be especially alert and slow down when driving in residential neighborhoods and school zones. Be on the lookout for bikers, walkers or runners who may be distracted or may step into the street unexpectedly.
- Give pedestrians the right of way and look both ways when making a turn to spot any bikers, walkers or runners who may not be immediately visible.

Take Action Against Distraction

- Teach kids to put phones, headphones and devices down when crossing the street. It is particularly important to reinforce the message with teenagers.



Tell Me What To Do Instead!

Family Version



COMMUNICATION IS THE KEY

1. Tell your child what to do instead of what not to do.
2. Show your child by demonstrating, modeling, or using a picture of the action.
3. Clearly and simply state what you expect your child to do.
4. Remember young children use inappropriate behavior because they may not understand the social rules and/or because they are unable to consistently apply what they are in the process of learning.
5. Talk to young children using language they understand. Young children may not understand a word like “don’t” because it is a short word for “do not” and he/she may not know what the “negation” of a word means.
6. Encourage your child in a way that lets him/her know that he/she is exhibiting the desired behavior. Use positive, descriptive acknowledgement while the child is making an effort or is doing the desired behavior.
7. Some children will respond better to more subdued expressions, and acknowledging them in a “matter of fact” way might be more effective.
8. For the most part, be enthusiastic and generous with encouragement. Most children can never get enough!

Examples:

Avoid	Say/Model	Positive Descriptive Acknowledgement
Don't run!	▪ Walk ▪ Use walking feet ▪ Stay with me ▪ Hold my hand	▪ You're 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!	▪ Keep your feet on the floor ▪ Do you need something up high? Let's find a safe way to reach it	▪ Wow! You have both feet on the floor! You are being safe. ▪ You asked for help to get something, you are being careful. ▪ You really like climbing! I'm glad we went to the park.
Don't touch!	▪ Look with your eyes ▪ Keep your hands down	▪ You were really listening; you are looking with your eyes! ▪ You kept your hands down. That is respectful.
No yelling!	▪ Use a calm voice ▪ Use an inside voice ▪ Turn the volume down	▪ You are using a calm voice! You look happy. ▪ You are using a soft voice inside the house. That will help Daddy to finish his nap.
Stop whining!	▪ Use a calm voice ▪ Talk so that I can understand you	▪ You are talking so clearly! That is so easy to listen to. ▪ You told me with your words what was wrong. That is helpful. ▪ You used your words. How respectful!
Don't stand on the chair!	▪ Sit on the chair ▪ Chairs are for sitting ▪ Do you need something up high? Let's find a safe way to reach it.	▪ You are sitting on the chair. What a careful girl. ▪ You were responsible when you sat in the chair. ▪ You stood on the ladder. You chose to be safe.
Don't hit!	▪ Gentle hands ▪ Hands are for playing, eating, and hugging	▪ When you used gentle hands you were being respectful. ▪ You used your hands for clapping! You like being safe. ▪ You are hugging her. What a friendly girl.
No coloring on the wall!	▪ Color on the paper ▪ Put the paper on the easel if you want to color standing up	▪ Wow. You are coloring so carefully. You are focused. ▪ You put the paper on the easel. That is being responsible. ▪ You are an artist standing at the easel.
Don't throw your toys!	▪ Play with the toys on the floor ▪ Toys stay close to the ground ▪ Please keep the toys on the table ▪ If you are finished, please put the toys away.	▪ You are playing with the toys on the floor. So safe. ▪ You decided to keep the toys on the table. That will keep them out of the vacuum cleaner. ▪ You put the toys away all by yourself! It looks like you are finished with those. What will you do now?
Stop playing with your food!	▪ Food goes on the spoon and then in your mouth ▪ Say “all done” when you are finished eating	▪ You're using your spoon. You're being careful. ▪ You said “all done.” That is helpful. ▪ You are practicing manners by eating your food with a spoon and fork.
Don't play in the water/sink!	▪ Wash your hands ▪ If you're finished washing your hands, please dry them	▪ You washed your hands. What a healthy guy! ▪ You followed the hand washing steps! You try hard.

Family Version Adapted in 2013 by Laura Fish and Linda Brault of WestEd from Lentini, R., Vaughn, B. J., & Fox, L. (2005). *Creating Teaching Tools for Young Children with Challenging Behavior* [CD-ROM]. (Early Intervention PBS, The Division of Applied Research and Educational Support 13301 Bruce B. Downs Tampa, FL 33612)

SIGNATURE PAGE

ATTENTION PARENTS:

Please sign and return the acknowledgment below verifying that you have received the 2026-2027 Home Base Family Handbook and agree to abide by the policies and procedures described within. This will be maintained in the family file.

Thank You

I, parent/guardian of _____, acknowledge that I have received the Family Handbook, and that it is my responsibility to become familiar and abide by the information contained therein.

Parent/Guardian Signature

Date

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