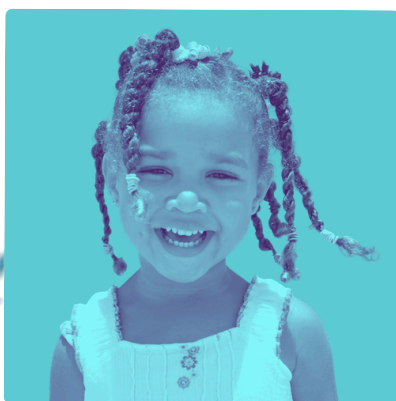
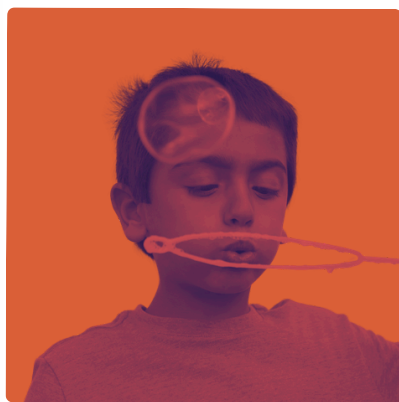


Family Resource Binder



ENRICH-LAC is a collaboration

This program is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS), as part of an award totaling \$1,000,000 with 0% financed by non-governmental sources. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement by, HRSA, HHS, or the U.S. Government. For more information, please visit HRSA.gov.

ALL ABOUT ME: EMERGENCY CONTACT SHEET

Child's Picture Here

My name is:

I am years old.

I live in the city of:

I go to school at:

My health conditions are:



I communicate using (circle all that apply):

spoken words, ASL, AAC device, gestures, pictures, I don't speak

Contact in Case of Emergency:

Primary Contact Name:

Relationship:

Phone Number:

Secondary Contact Name:

Relationship:

Phone Number:



Medical and behavioral information is on the back of this page.

ALL ABOUT ME: MEDICAL AND BEHAVIORAL HISTORY

I have the following allergies:

I take the following medications:

Behaviors to be aware of:

I may get upset when:

Things that help me calm down are:

My Child's Care Team

Name:









Name:









Name:











List type of profession (e.g., pediatrician, dentist, occupational therapist).

Name:









Name:









Name:









REGIONAL CENTER 101

Regional Centers (RCs) are community-based agencies that help children and adults with developmental disabilities get the services and supports they need. They work with families to assess needs, determine eligibility, and coordinate services through an Individual Program Plan (IPP).

Some Services & Supports

- Information and referral
- Assessment and diagnosis
- Counseling
- Lifelong individualized planning and service coordination
- Purchase of necessary services included in the individual program plan
- Resource development
- Outreach
- Assistance in finding and using community and other resources
- Advocacy for the protection of legal, civil and service rights
- Early intervention services for at risk infants and their families
- Genetic counseling
- Family support
- Planning, placement, and monitoring for 24-hour out-of-home care
- Training and educational opportunities for individuals and families
- Community education about developmental disabilities

Source: <https://www.dds.ca.gov/rc/>

LA County Regional Centers

Eastern Los Angeles RC (ELARC)
1000 Fremont Ave # 23
Alhambra, CA 91803
Phone: (626) 299-4700

Frank D. Lanterman RC (FDLRC)
3303 Wilshire Blvd Suite 700
Los Angeles, CA 90010
Phone: (213) 383-1300

Harbor RC (HRC)
21231 Hawthorne Blvd
Torrance, CA 90503
Phone: (310) 543-0100

North Los Angeles County RC (NLACRC)
9200 Oakdale Ave # 100
Chatsworth, CA 91311
Phone: (818) 778-1900

South Central LA RC (SCALRC)
2500 S Western Ave
Los Angeles, CA 90018
Phone: (213) 744-7000

San Gabriel Pomona RC (SGPRC)
75 Rancho Camino Dr
Pomona, CA 91766
Phone: (909) 620-7722

Westside RC (WRC)
5901 Green Valley Cir #320
Culver City, CA 90230
Phone: (310) 258-4000

ASK YOUR FAMILY PARTNER FOR MORE INFORMATION

REGIONAL CENTER TIPS



- Save your service coordinator's name, phone number, and email.
- Let your service coordinator know how you prefer to be contacted.
- You have the right to receive free language support, including an interpreter or translated documents, in your preferred language.
- Your voice matters. Think about what your child needs, write it down, and share it so your priorities can help guide the conversation.
- Families can request an Individualized Program Plan (IPP) meeting with the Regional Center by sending a letter outlining the needs, priorities, and questions they would like to discuss.
- Keep all papers from the Regional Center in this binder.
- Your IPP should state what services you will receive, who will provide them, and when they will start.
- Review the IPP and sign for the services you agree to at the meeting. If anything is unclear, take time to ask questions before signing.
- Families have the right to written notice if the Regional Center does not approve a request, and that notice should be sent within 5 days. Families must also be notified 30 days in advance if services may be changed or stopped.
- Families can take action if they disagree with a decision by filing an appeal. To help keep a service in place while the appeal is processed, the appeal should be filed within 30 days. Families can also file a 4731 complaint if written notice was not provided or if agreed-upon services are not being delivered.

FAMILY TRANSITION CHECKLIST

Child's Age	Steps
24 to 30 months	☐ Discuss and receive information about the transition process, including timelines. ☐ Discuss and receive written information about future services, including: • Special education programs and services provided by the Local Education Agency (LEA) • Regional center services • Community resources such as Head Start, child development centers, private preschools, etc. ☐ Receive information about, and be referred to, the local family resource center (FRC), with my permission.
27 to 33 months	☐ Receive a written transition conference notice with a date and time that is convenient for me. ☐ Understand that I can bring others (e.g., a family member, friend, or FRC representative) to the transition conference. ☐ Participate in the transition conference with the LEA. ☐ Understand that I can ask questions and share my child's strengths, my areas of concern, and my priorities at the transition conference. ☐ Participate in the development of the transition plan that is part of the Individualized Family Service Plan (IFSP). Assist the team in identifying individual steps and needed services to prepare my child and family for a successful transition at age three. ☐ Discuss possible Lanterman services at age three as part of the transition IFSP. ☐ Sign the agreed-upon transition plan that is part of the IFSP to begin transition steps and services. ☐ Understand that a notification/referral will be sent to my child's school district.

FAMILY TRANSITION CHECKLIST

Child's Age	Steps
33 months to 3 years	☐ Receive contact from my child's school district to develop an assessment plan to determine eligibility for special education at age three. ☐ Sign and return the permission for assessment within 15 days. ☐ Understand that no evaluations will be conducted until I provide my written permission. ☐ Receive a copy and explanation of my parental rights and procedural safeguards related to Part B from the school district. ☐ Participate in implementation of transition steps and services. ☐ Receive information and referrals for community-based preschool services, as appropriate. ☐ Receive information regarding Regional Center due process rights and eligibility for ongoing services at age three.
By my child's 3rd birthday	☐ Participate in the final IFSP meeting. ☐ Attend the initial IEP meeting that includes: • A copy and explanation of my due process rights related to special education • A review of evaluations completed in suspected areas of disability • Determination of eligibility for special education • If eligible, development of goals and objectives • If eligible, discussion of appropriate special education services and supports • If eligible, an offer of a free appropriate public education (FAPE) • If eligible, the date preschool services will begin • If in agreement, my signature on the IEP
On my child's 3rd birthday	☐ Early Start services end.

DISAGREEMENTS WITH THE REGIONAL CENTER

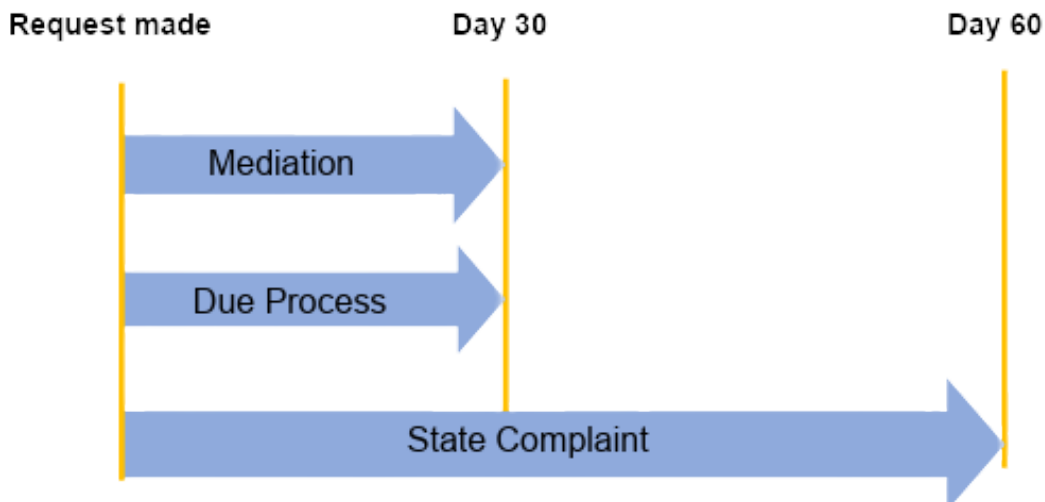
Although you, your Service Coordinator, and the Regional Center are a team, there may be times when you disagree. This may happen if the Regional Center:

- Says your child doesn't qualify for Early Start
- Offers services you don't want or don't think your child needs
- Says no to services you do want for your child
- Tries to change or stop services you think your child still needs

The Regional Center must give you a Prior Written Notice to explain what they intend to do. After that, you get to choose how to respond.

The best way to handle a disagreement is usually by talking with your Service Coordinator. There may be a simple mix-up, or you might have new information to share about your child. Your Service Coordinator can also explain what the Regional Center can or cannot provide.

Even though this should not delay services, sometimes you may need to try a generic service first—such as one through your health insurance or your school district. If you don't want to talk to your Service Coordinator—or if it doesn't help—you have other options. Your child's current services will continue while you work through the problem. This is called **"stay put."**



You can:

- Write or speak to your service coordinator.
- Appeal decisions.
- Ask for mediation meetings.
- Request a due process hearing.
- File a complaint with the State.

YOUR OPTIONS: IEPs AND 504 PLANS

Whether your child is getting a new diagnosis, transitioning from early intervention, or needs help in school – this guide is here to walk you through your options.

	IEP	504 Plan
WHAT IS IT? 	A learning plan made with you and the school to help your child succeed in class.	A plan that helps your child with changes in the classroom so they can do their best.
WHAT SERVICES DOES IT INCLUDE? 	Special Education Services + accommodations and modifications in the classroom	Classroom help (called accommodations), like more time or quiet space.
WHO GETS ONE? 	For students who need Special Education services	For students who need some classroom help but not Special Education services
HOW OFTEN ARE THEY REVIEWED? 	Once a Year by Law Parents can request changes sooner	No set timeline, but you can ask to look at the plan anytime.
WILL I BE TOLD ABOUT CHANGES? 	Yes. The school must ask you before making changes.	Not required, but most schools will let you know or talk to you first.

UNDERSTANDING SCHOOL SUPPORT: ACCOMMODATIONS, MODIFICATIONS, AND SPECIAL NEEDS SERVICES

What are Special Need Services?

Services paid for by the school to give your child extra support.

Common Examples:

- Help with speaking (speech therapy)
- Help with movement (physical or occupational therapy)
- Help with emotions (counseling)
- A helper just for your child (1-on-1 aide)



What are Accommodations?

Changes in the classroom made to help a student succeed.

Common Examples:

- Headphones to block noise
- Talking instead of writing answers (verbal testing)
- Extra time to take tests
- A note-taker



What are Modifications?

Adjustments to the curriculum that change what your child is expected to learn or do.

Common Examples:

- Fewer homework questions
- Books that are easier to read



HOW TO: FILL OUT THE EVALUATION REQUEST LETTER

This letter is a way to ask the school to determine whether your child needs extra help to learn and grow at school. It explains what you have noticed and shows that you know your rights.

What to Write in the Letter:

In the sentence that says:

"I am requesting this assessment because..."

👉 **Here's what you can say to explain why you're asking an evaluation:**

- What you are noticing at home or at school
- Any therapies or services your child already receives
- Any diagnoses that impact their learning

Examples:

- "I am requesting these services because my son, Timmy, has trouble talking clearly and staying focused. He receives speech therapy and occupational therapy (OT) through the Regional Center, and I want to know how to help him more at school."
- "I am requesting these services because my daughter, Sarah, has a hard time holding crayons and playing with other kids. She often seems overwhelmed. I would like to explore classroom supports."



Pro Tips:

- ✓ Make a copy of your finished letter before turning it in.
- ✓ Keep it in your ENRICH-LAC Binder under the "School-Based Services" section.
- 💡 If you don't have a binder, we'll show you how to make one in the "Organize Your Binder" section.

SAMPLE EVALUATION LETTER

Request for Special Education Evaluation

Date _____

Parent/Guardian's name _____

Address _____

City, State, Zip Code _____

Daytime Telephone _____

Local School District _____

Address _____

City, State, Zip Code _____

Dear Administrator or Teacher, I am the parent of _____. I am requesting a comprehensive assessment in all areas related to suspected disability to determine whether my child is eligible for special education and/or related services either under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (5 C.C.R. Sec. 3021(a))

I am requesting this assessment because _____

I understand that an Assessment Plan or a Denial Letter will be sent to me within 15 days (EC 56043(a)) and an IEP meeting held within 60 days of my signed Assessment Plan to discuss the results and plan for my child's supported education. (EC 56043(c))

Please ensure that I receive copies of the assessment reports in sufficient time prior to the IEP meeting so that I can review the reports and participate in the meeting as an equal member of the team. If I am not able to review the assessment reports prior to the IEP meeting, I will not be able to meaningfully participate in the IEP meeting and will not be able to sign the document with informed consent.

If you have any questions, feel free to contact me at (_____) _____.

Thank you for your assistance. I look forward to hearing from you and working with you and your staff soon.

Sincerely, _____

HOW TO: REVIEW THE ASSESSMENT PLAN

This is the form the school gives you after you request an evaluation. It explains how they will evaluate, or “assess,” your child.

Evaluation Areas

✓ Make sure the school is checking everything your child might need help with.

Look for things like:

- Speech and language
- Behavior and emotions
- Attention and focus
- Learning or developmental delays
- Fine and gross motor skills
- Social skills



Other Requests

Evaluations in different settings (home, school, and community)

Being present for some of the testing (especially for young children)

Tips

- ✓ Take your time before signing — it’s okay to ask questions.
- ✓ Check as many testing areas as possible to get a full picture of your child’s needs.
- ✓ Keep a copy of the plan for your IEP binder.



HOW TO: FILL OUT THE ASSESSMENT REQUEST LETTER

If something in the plan doesn't seem right, you can write an email asking the school to change it before signing. This helps ensure the evaluation gives a full picture of your child's needs.

Testing Across Multiple Settings

✓ This request is important to help identify what **other supports your child may need outside of school**. The school can provide support for your child as part of their educational rights.

👉 "You can ask for testing in places your child knows well, such as:"

- Daycare
- Place of worship
- Park
- Grocery stores

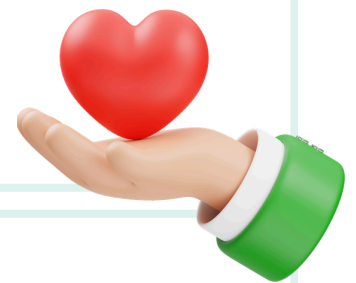


Parent Participation

Being present during testing can provide your child with:

❤️ **Emotional support and safety**

🗨️ **A Voice:** If something on the test is new or unfamiliar to your child, let the tester know. This helps ensure your child is tested in a way that feels familiar and fair.



Tips

- ✓ **Keep a copy of your letter for your IEP binder.**
- ✓ **Don't wait too long – requests should be sent within a few days.**
- ✓ **Follow up with the school if they miss the deadline.**



Use this guide to fill out the sample letter on the next page.

SAMPLE ASSESSMENT LETTER

This letter asks the school to make changes to the assessment plan before you sign it. Fill in the red text!

Subject: Request Regarding Assessment Plan for [Child's Name]

Dear [Case Manager or Special Education Coordinator's Name],

Thank you for providing the assessment plan for my child, [Child's Full Name]. I am currently reviewing the plan and would like to make the following requests before signing, so we can ensure the evaluation process is as thorough and supportive as possible:

1. Testing Across Multiple Settings

To get a more accurate picture of my child's strengths and needs, I am requesting that assessments and observations include more than one setting — specifically at school, home, and community locations my child frequently visits such as _____
[examples: daycare, after-school program, park, or place of worship]).

This request is supported by IDEA 34 CFR § 300.304(b)(1), which calls for evaluations to consider the child's performance in their typical environments.

2. Parent Participation During Assessment

I would also like to request the opportunity to be present for parts of the assessment, where appropriate, to help support my child and better understand the evaluation process. This request is supported by IDEA 34 CFR § 300.305(a), which ensures meaningful parent involvement.

Please confirm in writing whether these requests can be accommodated by _____
[insert date — typically give 3–5 business days, e.g., April 15, 2025], so I can move forward with signing the plan without unnecessary delays to the evaluation timeline.

I appreciate your time and support, and I look forward to working together to ensure [Child's Name] receives a well-rounded and accurate assessment.

Thank you for your time and support,

[Your Full Name]

[Phone Number]



Print or save a copy of the completed letter and note the date it was sent.

DOCUMENTING SCHOOL COMMUNICATION

Keeping track of conversations with the school helps make sure nothing gets missed. When you write things down, it's easier to follow up and get the support your child needs.

This contact log helps you stay organized and keep track of conversations with the school.

Here's an example of how to fill it out.

Contact Log					
Date	Contact Person	Communication Method (ex. Phone, Email)	Topic Discussed (Key points discussed)	Action Items (Next steps/task to complete and by whom)	Follow-Up Date (Next scheduled contact)
5/2/25	Vice Principal, Henritta Cole	Email	Sent an email requesting an evaluation.	The school needs to send me a reply within 15 days (5/17/25). If there is no reply, I will email again.	5/18/25

Importance of Keeping Copies:

Sometimes things can get lost, forgotten, or misunderstood. When you save copies, you can go back and check what was said or promised. This helps avoid confusion or delays and creates a written record if you need evidence later.

Keep Copies of:

- Emails
- Letters
- Assessments
- Evaluations
- IEP plans
- Samples of school work
- Report cards
- Conduct letters



DOCUMENTING A PHONE CALL OR IN-PERSON CONVERSATION

Sometimes communication happens naturally in passing, over the phone, or at a meeting. It's a good practice to send a follow-up email to confirm what was discussed. Doing this can help prevent delays in support.

Why Send a Follow-Up Email?

After a phone call or meeting, it's helpful to send a short email to:

- Confirm what was said
- Keep everyone on the same page
- Create a written record
- Make sure next steps are clear



What to Include in the Email:

- Say thank you
- Summarize what you discussed
- List any next steps
- Ask for anything that was promised
- Add a clear follow-up date

Example Follow-Up Email:

Hi Ms. Thorn,

Thank you for meeting with me today, Tuesday 3/25/25, to talk about Mateo's behavior. I appreciate your idea that he might benefit from having an aide in class. I plan to talk with the IEP team about it. Could you please send me a letter with your thoughts and notes by 4/15/25? It would really help as I prepare.

Thank you!

Mrs. Sanchez

WHAT IS AN IEP MEETING?

An IEP meeting is a chance to work with the school team to create a plan that supports your child's learning. Whether it's your first meeting or you've attended before, it's helpful to know what it is for and how to get ready—one step at a time.



What Happens at the Meeting ?

- Review your child's strengths, challenges, and assessment results
- Set goals for the school year
- Decide what support and services your child needs
- Make a plan everyone agrees on



How Do I Get Ready for the Meeting?

- Set aside time in your week to prepare a little at a time leading up to the IEP meeting
- Read the steps in this binder to help you prepare
- Ask someone you trust—a friend, family member, or advocate—to come with you. They can help take notes and offer emotional support. Let the school know ahead of time who you are bringing so there is space for them.



PREPARING FOR IEP MEETINGS: REVIEWING RESULTS

When you get your child's evaluation report, take your time looking through it. You don't need to understand everything right away—these reports can be tricky at first, and that's okay! Use the tips below to help you get started.

Start Here

- Start with the last page of the evaluation. It usually has a summary page that explains what the school is recommending.
- If there's no summary or recommendations, call the school and ask them to add it.
- Use a highlighter or sticky notes to mark anything that you:
 - Don't understand
 - Don't agree with
 - Do agree with



Need Help Understanding It?

Reading reports takes time and practice. If you're feeling unsure:

- Reach out to your Family Partner to go over it with you
- You can also reach out to agencies like TASK that support parents through this process (see the "Organizations That Specialize in IEP Support" section)



PREPARING FOR IEP MEETINGS: CREATING GOALS

It's important to create goals to give the IEP team a clear picture of what you want your child to learn and work on. Goals help everyone understand what's most important to your family. When you share your hopes, the school can create a plan that makes sense for your child.

Start with Strengths

Think about what your child is great at. What do they love? What makes them light up?

- Examples of strengths:
 - Loves to build with Legos
 - Is kind to others

Then think about challenges:

What is hard for your child? What do they avoid or get frustrated with?

- Examples of challenges:
 - Struggles to make friends
 - Needs help following directions



Create Goals

What do you want your child to learn or improve by the end of the year?

Examples of short-term goals:

- Make a new friend at recess
- Sit and finish a worksheet with help
- Use words or pictures to ask for help
- Learn to calm down with deep breaths
- Long-term hopes (big picture):
 - Learn life skills for independence
 - Communicate needs in their own way
 - Be seen for their strengths

PREPARING FOR IEP MEETINGS: CREATING AN AGENDA

An agenda is a list of what you want to talk about at the IEP meeting. It helps ensure your concerns are not missed and shows the school what is most important to your family.

What to include:



Add any concerns, strengths, and topics you would like to discuss with the IEP team.

Examples:

- Your goals and hopes for your child
- Questions you have
- Services or supports you want to ask about
- Anything you disagree with



Helpful tips



- Write it out clearly — just a few bullet points is fine
- Email it to the vice principal or IEP coordinator one week before the meeting
- Bring printed copies to share with the team
- Ask your Family Partner to help you write it

IMPORTANCE OF IEP GOALS

IEP goals are small steps created by the IEP team during meetings to focus on what your child will learn to support their growth. These goals help the school determine what supports your child needs to achieve them.

How IEP Goals Work

- IEP goals describe what your child should learn or improve during the year
- Services and supports (like speech therapy or a 1:1 aide) are added to help your child reach those goals
- Progress is measured based on these goals, not just grade-level work



What You Can Do

- If a goal doesn't sound right or is missing something, speak up at the meeting
- Ask for changes if your child has already reached a goal or if it's no longer helpful



Importance of Goals

- If the **goals are too easy**, your child may not get the help they really need
- If the **goals are too hard** or confusing, it may seem like your child is “stuck,” and the school may reduce or stop some services
- If the **goals aren't updated often**, your child may be working on things they already know – or miss support in new areas

WHO ATTENDS IEP MEETINGS

The IEP team is made up of people who know your child's needs and help create their plan. Each person plays an important role.

Importance Roles

- YOU! – the expert on your child
- Special Education Teacher – helps create supports and services
- General Education Teacher – shares what same-age students are learning and helps make sure your child is learning it too
- School Administrator – approves services
- Any therapists your child needs – share expertise to support goals in these areas



What If Someone Can't attend?

If someone cannot attend:

- The school must give you written notice before the IEP date
- The school needs your signature to excuse that person from attending
- If you agree and that person was expected to contribute, they must leave notes to be shared at the IEP meeting
- You have the right to disagree, not sign, and request a new IEP date if needed

YOUR ROLE ON THE IEP TEAM

You are an important part of your child's IEP team. You know your child best. Your ideas, questions, and concerns help the team build a better plan.

What You Can Do:

- Share your child's strengths and challenges
- Ask questions if something doesn't make sense
- Speak up if you don't agree with something
- Take breaks if you feel overwhelmed
- Ask for more time if not everything is covered

Tips

- Ask to record the meeting to help you remember what was said
 - Submit your request in writing at least 24 hours before the IEP meeting



What If I Don't Agree?

- You do not have to sign the IEP right away
- You can take it home to think about it
- If you still don't agree, you can ask for another meeting
- You can write what you agree with or disagree with on the IEP form
- You can ask for help from a Family Partner or IEP support agency

WHAT IF I DISAGREE?



It's okay to disagree with the IEP; you do not need to sign something that doesn't feel right for your child. **You have options and rights**, and there are steps you can take to keep working with the school to find a better solution.

Steps to Take if You Disagree with the IEP

1. Talk with the Team Again:

Ask for another IEP meeting to explain your concerns and try again.

2. Try Alternative Dispute Resolution (ADR):

A neutral person helps you and the school work out your disagreement.

3. Request Mediation:

A state-trained mediator helps you and the school find a solution. This is free and doesn't require a lawyer.

4. File for Due Process:

This is a formal legal complaint when you feel your child's rights are not being met. It is similar to going to court, and a lawyer may be needed.

What If I Only Disagree with Some Parts?

You can sign only the parts you agree with:

- Draw a line through the sections you don't agree with and write "I do not agree with this part," next to them.
- This allows the parts you agree with to move forward, so there is no pause in services for your child while you address the parts you don't agree with.
- See the steps on the left to help change the parts you don't agree with.



ORGANIZATIONS THAT SPECIALIZE IN IEP SUPPORT

It can feel confusing to understand the IEP process. The good news is that you're not alone! These organizations offer free support. They are knowledgeable, supportive, and experienced with IEPs. Many of them are parents too, so they understand what you're going through.

Here's who can help:

Free Law Services

- Learning Rights Law Center
 - (213) 489-4030
 - www.learningrights.org
- Disability Rights California
 - (800) 776-5746
 - www.disabilityrightsca.org/get-help



FREE IEP Support

- TASK (Team of Advocates for Special Kids)
 - (626) 300-1043
 - www.taskca.org
- Parents' Place
 - (626) 919-1091
 - www.parentspacefrc.com





Oral Health for Children and Adolescents

How Can You Help?

Oral health is an important part of overall well-being. Tooth decay (dental caries, cavities) affects children and adolescents in the United States more than any other chronic disease. Untreated tooth decay causes pain and infections that may lead to problems, such as eating, speaking, and playing.¹ Tooth decay can also lead to poor attention in the classroom, poor grades, and lower academic achievement. Decayed or missing teeth can cause embarrassment, low self-esteem, and social isolation.² The good news is that tooth decay and other oral health problems may be preventable. The combination of dental sealants and fluoride has the potential to nearly eliminate tooth decay among school-age children and adolescents.³ Some schools provide dental screening and may also supply sealants, a protective plastic coating that can help prevent cavities.

Knowing the answers to the following questions can help you support your child's school to address oral health. If you don't know the answers to these questions, check out the school handbook or school website, attend a school wellness meeting or Parent-Teacher Association (PTA) meeting, or simply ask your child's teacher.

What's
Happening
at School?

1. Is there a full-time registered nurse in the school building at all times or a school-based health center to help students with chronic medical and dental conditions or with emergencies?
2. Is there a school sealant program?
3. Is there a mobile dental clinic that comes to the school?
4. Is there a referral process in place for students with additional dental and oral health needs?
5. Is dental health taught in health education?
6. Is there a bullying prevention policy in the school or district?
7. Do teachers reward students with things other than food and beverages?
8. Do students have direct access to free and clean drinking water as a healthy alternative to sugar-sweetened beverages during the school day?





Ideas for Parents

You can be involved in your child's school by **attending** meetings, workshops, or training events offered by the school; **communicating** with school staff and other parents; **volunteering** for school events or in your child's classroom; **reinforcing** healthy messages and practices your child learns at school; **helping** make decisions about health in the school; and **being part** of community activities supported by the school. Here are some specific ideas for how you can support your child's school in addressing oral health.

- Encourage your child to eat regular nutritious meals and avoid frequent between-meal snacking while at home and at school.
- Encourage your child to drink water instead of sugar-sweetened beverages while at home and at school.
- Take your child to the dentist for routine cleanings and oral health exams every 6 months, and discuss any concerns with the health services staff at your child's school.
- Talk to your child's dentist about dental sealants, which can protect teeth from decay, and follow their recommendations for tooth brushing.
- Join a group, such as the PTA, school wellness committee, or school health advisory council, that addresses the needs of a supportive and healthy school environment.⁴ Inquire about the student health education curriculum.
- Ask your school nurse or other health services team members about resources in your community for dental care for you and your family.
- Encourage dental professionals in your area to volunteer their services at local schools.
- Share evidence-based websites or written materials about oral health with teachers, nurses, and administrators, when possible, (e.g., <https://www.cdc.gov/healthyschools/npao/oralhealth.htm>).



Check out additional resources for parents related to the school nutrition environment and services, physical education and physical activity, and managing chronic health conditions at <http://www.cdc.gov/healthyschools/P4HS.htm>.

REFERENCES

1. US Dept of Health and Human Services. **Oral Health in America: A Report of the Surgeon General**. Rockville, MD: US Dept of Health and Human Services, National Institute of Dental and Craniofacial Research, National Institutes of Health, 2000.
2. Guarnizo-Herreño CC, Wehby GL. Children's dental health, school performance, and psychosocial well-being. **J Pediatr**. 2012;161:1153-1159.
3. Gooch BF, Griffin SO, Gray SK, Kohn WG, et al. Preventing dental caries through school-based sealant programs: updated recommendations and reviews of evidence. **JADA**. 2009;140:1356-1365.
4. Centers for Disease Control and Prevention. **Parent Engagement: Strategies for Involving Parents in School Health**. Atlanta: US Dept of Health and Human Services; 2012.



Families Grow Healthy with WIC!



The Women, Infants, and Children (WIC) Nutrition Program provides healthy foods, nutrition tips, breastfeeding support, health care referrals and community information.

You may qualify if you:

- Are pregnant, breastfeeding, just had a baby; or
- Had a recent pregnancy loss; or
- Have a child or care for a child under age 5; **and**
- Have low-to-medium income; or
- Receive Medi-Cal, CalWORKS (TANF), or CalFresh (SNAP) benefits; **and**
- Live in California

Visit **www.MyFamily.WIC.ca.gov** or call **1-888-942-9675** for more information.



Newly pregnant individuals, working families, including military and migrant families are encouraged to apply! WIC welcomes dads, grandparents, foster parents, or guardians who care for eligible children.

Your Local WIC Program:

www.phfewic.org
Text "Apply" to 91997
Call (888) 942-2229



California Department of Public Health, California WIC Program
This institution is an equal opportunity employer.

1-888-942-9675 | MyFamily.WIC.ca.gov

Rev 07/21



HEAD START SERVICES FOR CHILDREN



EARLY LEARNING AND DEVELOPMENT

In Head Start and Early Head Start programs, we serve expectant parents and families with children ages birth to 5 from diverse cultural backgrounds and who speak different languages. Children's early learning and development services include:

- Building strong relationships as the foundation of early learning
- Supporting learning through play, creative expression, and guided activities
- Supporting children's social and emotional development
- Promoting early math and science concepts in children's home languages and in English
- Promoting language and literacy development in children's home languages and in English

**CONTACT THIS LOCAL PROGRAM TO SEE IF
YOUR FAMILY IS ELIGIBLE FOR SERVICES TODAY!**





HEAD START SERVICES FOR CHILDREN



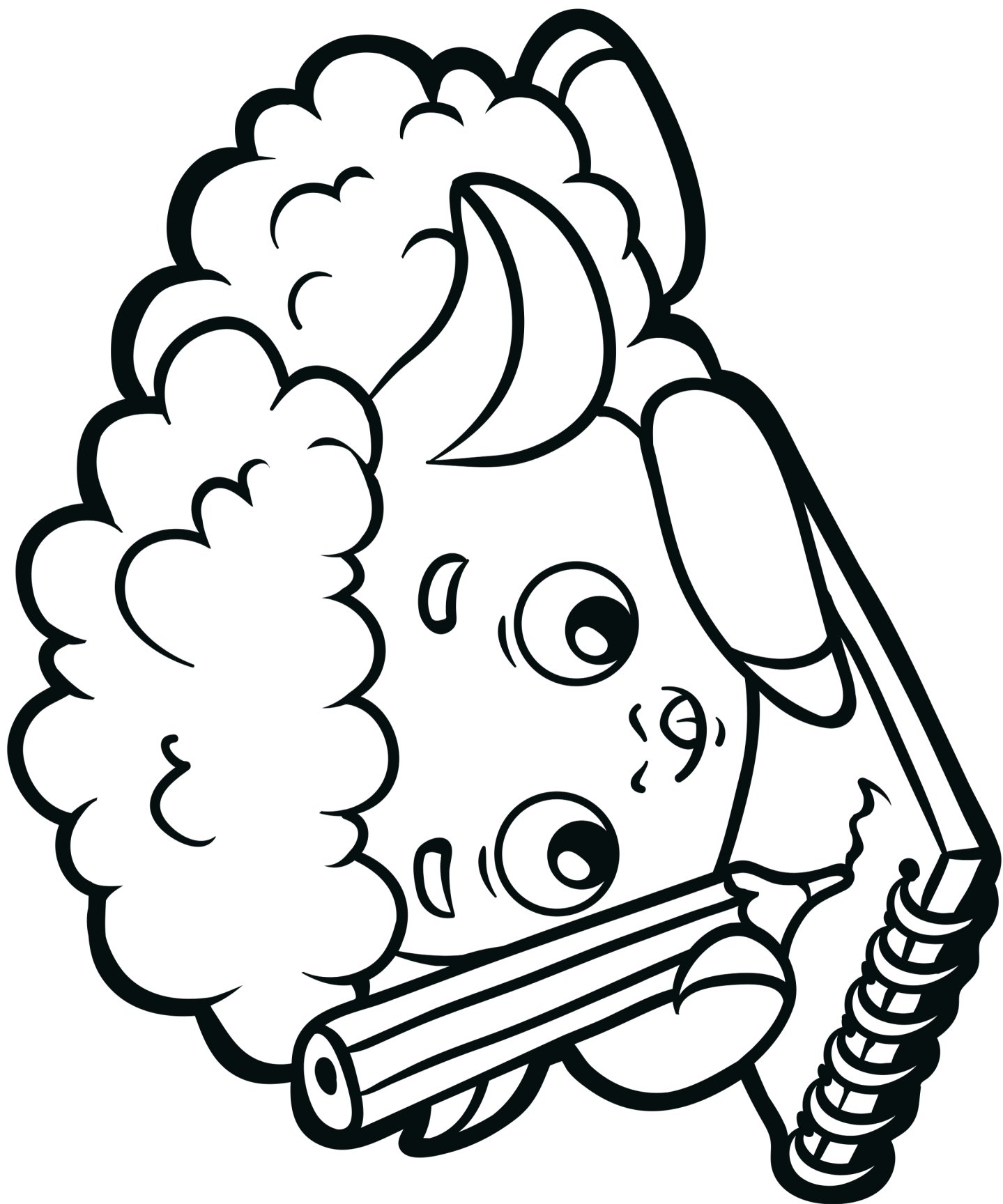
DISABILITY SERVICES

In Head Start and Early Head Start programs, we serve expectant parents and families with children ages birth to 5 from diverse cultural backgrounds and who speak different languages. Disability services for children include:

- Building on children's strengths
- Individualizing experiences to meet the needs of each child
- Collaborating with parents and community agencies when further assessment is needed

**CONTACT THIS LOCAL PROGRAM TO SEE IF
YOUR FAMILY IS ELIGIBLE FOR SERVICES TODAY!**





HEAD START SERVICES FOR CHILDREN



HEAD START SERVICES FOR CHILDREN

In Head Start and Early Head Start programs, we serve expectant parents and families with children ages birth to 5 from diverse cultural backgrounds and who speak different languages. Our health and wellness services for children include:

- Promoting physical development, both indoors and outdoors
- Serving breakfast, lunch, and healthy snacks
- Providing medical, dental, hearing, vision, and behavioral screening
- Assisting with mental health services for children, if needed

**CONTACT THIS LOCAL PROGRAM TO SEE IF
YOUR FAMILY IS ELIGIBLE FOR SERVICES TODAY!**





HEAD START SERVICES FOR CHILDREN



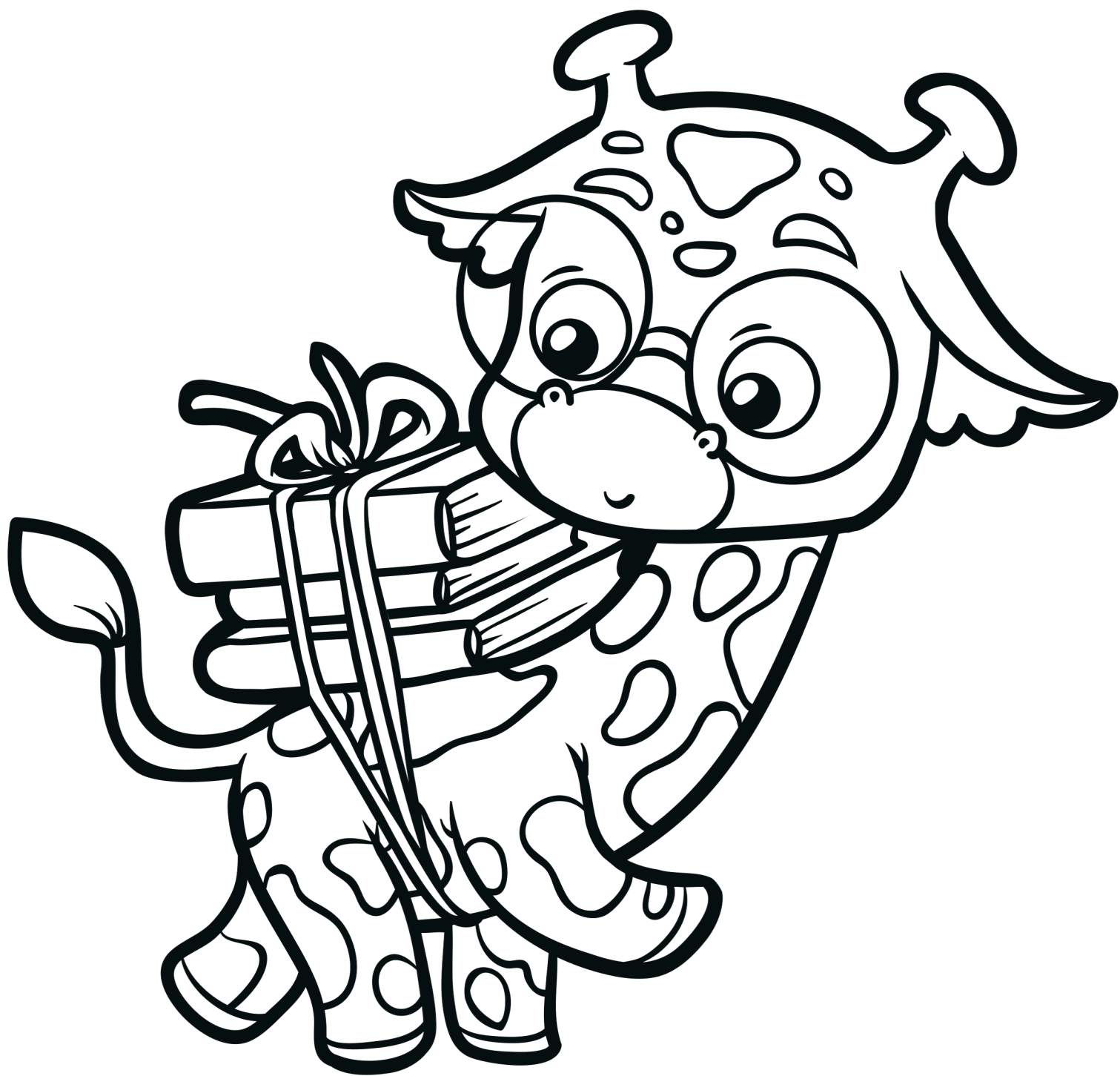
FAMILY WELL-BEING AND PARTNERSHIPS

In Head Start and Early Head Start programs, we serve expectant parents and families with children ages birth to 5 from diverse cultural backgrounds and who speak different languages. We partner with parents and families to focus on their well-being. Services include:

- Helping families find assistance in challenging times
- Helping families identify and reach their goals, including goals related to housing, employment, education, and parenting
- Assisting families with mental health services, if needed
- Inviting parents to share information and insights about their child
- Inviting parents to offer ways to improve children and families' experience in the program

**CONTACT THIS LOCAL PROGRAM TO SEE IF
YOUR FAMILY IS ELIGIBLE FOR SERVICES TODAY!**







Qualify for **Medi-Cal**?

In need of **senior services**?

Help with **landlord/tenant issues**?

Homeless or in **crisis**?

Qualify for **food stamps**?

Violence in your home?

Need **health insurance** for your kids?

Need help with **substance abuse**?

- n Free and Confidential
- n 24 Hours/7 Days a Week
- n Multilingual
- n TTY Accessible
- n Call 911 for Emergencies

Call 2-1-1 for FREE
Information on Health and Social Services

KEEP THIS CARD HANDY & CALL WHEN YOU NEED HELP.



- n Information on LA County Services
- n Food and Shelter Assistance
- n Help with Landlord-Tenant Issues
- n Employment Resources
- n Disaster Preparedness Information
- n Assistance with Medi-Cal and Food Stamps
- n Help with Care for Aging Parents
- n Parenting Resources
- n Health and Legal Services
- n AND MUCH, MUCH MORE

CALL 2-1-1 for fRee
Information on Health and Social Services

funded by:



www.211LACounty.org

Call...



Help Starts Here

In need of
Senior Services?

Missing out on **earned
Income tax Credit?**

Need **Mental Health
Services?**

Qualify for **food
stamps?**

**Homeless or
in crisis?**

Victim of violence?

Need **health insurance**
for your kids?

Concerned about
**run down properties and
graffiti?**

Call 2-1-1 for FREE

- n Free and Confidential
- n 24 Hours/7 Days a Week
- n Multilingual
- n TTY Accessible
- n Call 911 for Emergencies



Help Starts Here

- n Information on LA County Services
- n Food and Shelter Assistance
- n Help with Landlord-Tenant Issues
- n Employment Resources
- n Assistance with Medi-Cal and Food Stamps
- n Help with Care for Aging Parents
- n Youth and Parenting Resources
- n Health and Mental Health Services
- n Legal Services Referrals

CALL 2-1-1 for fRee

funded by:



www.211LACounty.org



¿Califica para **Medi-Cal**?

¿Necesita servicios para **personas de la tercera edad**?

¿Tiene disputas entre **propietarios e inquilinos**?

¿Se encuentra **desamparado o en crisis**?

¿Califica para **estampillas de comida**?

¿Hay **violencia** en su hogar?

¿Necesita **seguro médico** para sus hijos?

¿Necesita ayuda con una **adicción**?

- n Gratis y Confidencial
- n 24 Horas al Día, 7 Días a la Semana
- n Multilingüe
- n Accesible por TTY
- n Para Emergencias llame al 911

**Llame GRATIS al 2-1-1 para
Información Sobre Servicios Médicos y Sociales**

TENGA ESTA TARJETA A MANO Y LLAME SI NECESITA ASISTENCIA.



- n Información sobre los Servicios del Condado
- n Asistencia de Comida y Refugio
- n Disputas entre Propietarios e Inquilinos
- n Asistencia de Empleo
- n Información de preparación de desastre
- n Asistencia con Medi-Cal y Estampillas de Comida
- n Cuidado para Personas de la Tercera Edad
- n Recursos para Padres de Familia
- n Servicios Médicos y Legales
- n Y MUCHO, MUCHO MAS

Llame GRATIS al 2-1-1 para

PATROCINADO POR:



www.211LACounty.org

Llame...



Ayuda Empieza Aquí

¿Siente que debería
ganar más **crédito por
sus impuestos?**

¿Necesita servicios para
**personas de la tercera
edad?**

¿Preocupado por una
**propiedad descuidada
o grafiti?**

¿Se encuentra **desamparado
o en crisis?**

¿Califica para **estampillas
de comida?**

¿Es Víctima de
violencia?

¿Necesita **seguro
médico** para sus hijos?

¿Necesita ayuda con
servicios de salud mental?

Llame Gratis al 2-1-1

- n Gratis y Confidencial
- n 24 Horas al Día, 7 Días a la Semana
- n Multilingüe
- n Accesible por TTY
- n Para Emergencias llame al 911



Ayuda Empieza Aquí

- n Información sobre los Servicios del Condado
- n Asistencia de Comida y Refugio
- n Disputas entre Propietarios e Inquilinos
- n Asistencia de Empleo
- n Asistencia con Medi-Cal y Estampillas de Comida
- n Cuidado para Personas de la Tercera Edad
- n Recursos para Adolescentes y Padres de Familia
- n Servicios Médicos y de Salud Mental
- n Referencias a Servicios Legales

LLAME GRATIS AL 2-1-1

PAtrOCInAdo PoR:



www.211LACounty.org



LIBRARY CARD APPLICATION

PLEASE PRINT CLEARLY

LAST NAME	FIRST NAME	MIDDLE NAME	PREFERRED NAME	
MAILING ADDRESS			CITY	ZIP CODE
RESIDENCE ADDRESS (if different from above)			CITY	ZIP CODE
BIRTH DATE (MM/DD/YYYY)				
TELEPHONE		EMAIL (Minors, give parent/guardian's email address)		

Library notices are automatically sent via email. Please notify staff if you would prefer an automated phone call instead (not recommended).

Please note, by default LA County Library will send communication to the email address provided above regarding programs and services. You may unsubscribe from these emails at any time.

For Parent/Guardian of Minor Applicant

- **Library Materials:** This library card entitles the minor applicant complete access to all print materials and digital resources of LA County Library.
- **Internet Access:** By default, minors do not receive Internet access with their library card. In order to request either Minors Limited or General Internet access for a minor, parent/guardian must request and sign the Internet Access Permission for Minors form.
- **Electronics Use:** By default, minors are not permitted to borrow DVDs, videos, Kindles, or library-use laptops with general Internet access.
 - ☐ My child **is** permitted to check out electronics
 - ☐ My child **is not** permitted to check out electronics

LAST NAME OF PARENT/GUARDIAN	FIRST NAME OF PARENT/GUARDIAN	
ADDRESS OF PARENT/GUARDIAN (if different from above)	CITY	ZIP CODE

By signing below, I agree to be responsible for all materials charged on my LA County Library card; to report a lost library card at once; to observe Library rules; to pay promptly all charges; and to notify the Library of any name or address changes. This card is non-transferable.

SIGNATURE OF APPLICANT _____ **Date** _____
(For minors: Signature of Parent/Guardian)

STAFF USE ONLY

PROFILE ☐ ADULT ☐ CHILD ☐ CHLD_NOVID ☐ TEEN ☐ TEEN_NOVID				
USER CATEGORY ☐ STAFF ☐ VIP ☐ MC_ARGENTINA ☐ MC_KOREA ☐ MC_MEXICO ☐ MC_PERU				
INPUT	DATE	REVIEW	DATE	BARCODE

SOLICITUD DE TARJETA DE BIBLIOTECA

FAVOR DE ESCRIBIR EN LETRA DE MOLDE

APELLIDO	PRIMER NOMBRE	SEGUNDO NOMBRE	NOMBRE PREFERIDO
DIRECCIÓN POSTAL		CIUDAD	CÓDIGO POSTAL
DIRECCIÓN DE RESIDENCIA (si es otra)		CIUDAD	CÓDIGO POSTAL
FECHA DE NACIMIENTO (MM/DD/AAAA)			
TELÉFONO		CORREO ELECTRÓNICO (Menores, usa el correo electrónico de padre/madre/tutor)	

Avisos de la biblioteca se envían automáticamente vía correo electrónico. Favor de notificar al personal si prefiere una llamada telefónica automatizada en su lugar (no se recomienda).

Favor de notar, de forma predeterminada, LA County Library enviará comunicaciones a la dirección de correo electrónico provista arriba, referente a programas y servicios. Usted se puede dar de baja de recibir estos correos electrónicos en cualquier momento.

Para padres/tutores de un solicitante menor

- Materiales de biblioteca:** Esta tarjeta de biblioteca le da al menor completo acceso a todos los materiales impresos y recursos digitales de LA County Library.
- Acceso a Internet:** De forma predeterminada, los menores no reciben acceso a Internet con su tarjeta de biblioteca. Para pedir el acceso Limitado para Menores o el acceso General al Internet para un menor, el/la padre/madre/tutor(a) deberá pedir y firmar el formulario de Permiso de Acceso al Internet para Menores.
- Uso de electrónicos:** De forma predeterminada, a los menores no se les permite pedir prestados DVDs, videos, Kindles o laptops de uso de biblioteca con acceso general al Internet.

- ☐ Mi hijo/a **sí** tiene permiso para pedir prestados electrónicos
- ☐ Mi hijo/a **no** tiene permiso para pedir prestados electrónicos

APELLIDO DE PADRE/MADRE/TUTOR	NOMBRE DE PADRE/MADRE/TUTOR
DIRECCIÓN DE PADRE/MADRE/TUTOR (si es otra)	

Al firmar a continuación, acepto ser responsable de todos los materiales cargados en mi tarjeta de la biblioteca de LA County Library; reportar una tarjeta de biblioteca perdida de inmediato; observar las reglas de la biblioteca; pagar puntualmente todos los cargos; y notificar a la biblioteca de cualquier cambio de nombre o dirección. Esta tarjeta es intransferible.

FIRMA DE SOLICITANTE _____ Fecha _____
(Para menores: Firma de padre/madre/tutor)

STAFF USE ONLY

PROFILE ☐ ADULT ☐ CHILD ☐ CHLD_NOVID ☐ TEEN ☐ TEEN_NOVID		
USER CATEGORY ☐ STAFF ☐ VIP ☐ MC_ARGENTINA ☐ MC_KOREA ☐ MC_MEXICO ☐ MC_PERU		
INPUT _____	DATE _____	REVIEW _____
DATE _____		BARCODE _____