



**River to
Coast
Children's
Services**

Resources, Referrals, and Support / Recursos, Referencias, y Apoyo

April is Child Abuse Prevention Month



Es el mes de la prevención del abuso infantil

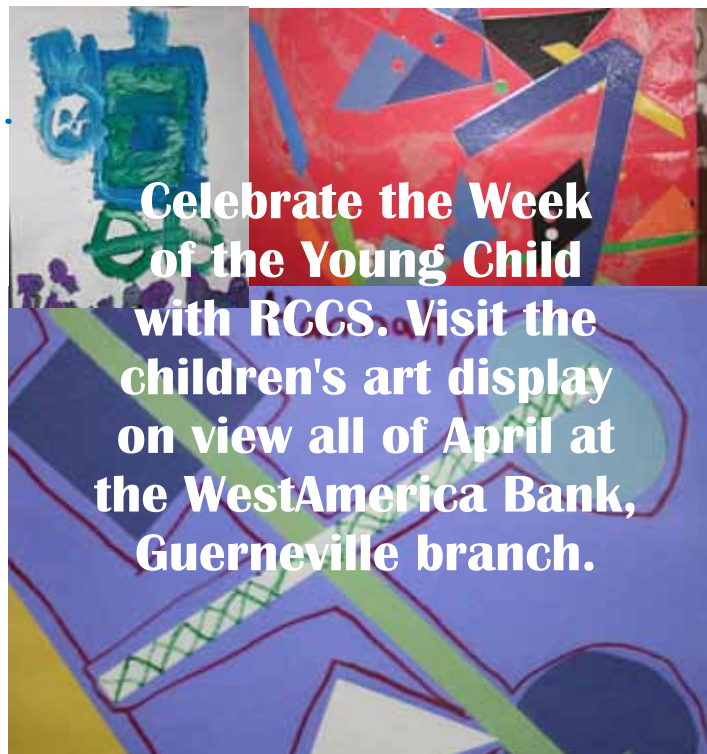
HOW TO TALK TO YOUNG CHILDREN ABOUT BODY SAFETY

We hope that your conversations with your child about body safety will be open and ongoing. Parents should not just have "the talk" with children, but multiple, natural conversations over time so that children know it is safe to talk about these subjects.

- - Talk about "safe" and "unsafe" touching rather than "good" or "bad" touching. This removes guilt from the child, and keeps them from having to make a moral distinction about what is and is not appropriate.
- - Use age-appropriate wording. You can discuss body safety without discussing sexuality. Teach young children that no one should touch them in any area that their bathing suit covers, and that they should never touch anyone else in these area or see pictures or movies that show those areas.
- Teach the difference between healthy and unhealthy secrets. An example is that a surprise party is an okay secret to keep, because it will make people happy and will be told at the right time. Secret touching is not okay, or keeping any permanent secrets from parents or caregivers.
- Have your child name five people that they could talk to if someone was touching them in an unsafe way. Children are often afraid to tell their parents out of fear of punishment (or because of a threat made by a perpetrator), so it's important for your child to know they can seek out other trusted adults to confide in. Instruct your child that they should keep telling until someone helps them.
- Teach children proper names for body parts so that if they disclose inappropriate touching, it will be clear what they are talking about.
- Revisit this safety talk often. Children learn through repetition. How many times do you remind children to look both ways before crossing the street?

Educate yourself. Attend one of our seminars on preventing child sexual abuse, or host your own. Call (252)338-5658 for more information on safety presentations.

<http://www.kidsfirstinc.org/preventing-abuse/how-to-talk-to-young-children-about-body-safety>



**Celebrate the Week
of the Young Child
with RCCS. Visit the
children's art display
on view all of April at
the WestAmerica Bank,
Guerneville branch.**

Celebrate the Week of the Young Child: April 16 - 20, 2018

The Week of the Young Child is an annual celebration sponsored by the National Association for the Education of Young Children (NAEYC). The purpose of the Week of the Young Child is to focus public attention on the needs of young children and their families and to recognize the early childhood programs and services that meet those needs.

La semana de los Niños Pequeños es una celebración anual patrocinada por la Asociación Nacional para la Educación de Niños Pequeños (NAEYC). El propósito de la Semana del Niño Pequeño es para enfocar la atención pública en las necesidades de los niños pequeños y sus familias para reconocer a los programas y servicios quienes satisfacen con estas necesidades.

APRIL/ABRIL 2018 MAY/MAYO

River to Coast Children's Services
Staff and their phone number extensions.
(707) 869-3613:



- Soledad Figueroa (Executive Director) 111
- Rose Rosenberger (Fiscal Manager) 106
- Faviola Ledezma (Lead Case Manager) 114
- Donna Roper (Child Development Program Director) 105
- Elaina Boyce (Community Resource & Referral Programs Coordinator, Newsletter Editor) 104
- Kari Wilson (Child Development Resource Specialist) 112
- Lupita Dominguez (Child Development Resource Specialist) 118
- Olga King (Child Development Resource Specialist, Kindergym Director) 117
- Lessly Sierra (Front Desk) 101
- Sabrina Dannels, Psy.D., Registered Psychologist RPS2012411 (Counseling Intern) Call 869-3613 for appointment information

Addendum to Handbook

Our Service Delivery Area. RCCS' service area includes the West Sonoma County Union High School, Monte Rio, Guerneville, Harmony, Fort Ross, Oak Grove, Montgomery, Sonoma County portion of Shoreline Unified School and the Kashia Reservation School Districts .

For AP funding: For families in the Alternative Payment Programs, either the care must be used OR the family must live in the service area described above.

For CFCC Funding: For families in the Family Child Care (CFCC) programs, child care must be provided by our contracted providers in the RCCS Family Child Care Network. Your case manager will share network providers with you.

ALGUNOS PUNTOS DE NUESTRA POLIZA DE REFERENCIAS

La poliza de referencias de RIVER TO COAST CHILDREN'S SERVICES respeta la preferencia de los padres. La responsabilidad de escoger el cuidado de niños es de los padres. Asistimos a los padres a encontrar la variedad más amplia de cuidado de niños que se ofrece y ofrecemos información para evaluar el cuidado de niños. Una recomendación de RCCS no significa una garantía de calidad. Les pedimos a los padres que hagan una entrevista cuidadosa y que examinen las recomendaciones antes de que dejen un niño al cuidado de otra persona.

Padres que están buscando información acerca de quejas previas de una casa o centro con licencia para cuidar niños, pueden llamar a Community Care Licensing tel. 588-5026.

Para registrar una queja llamen al mismo numero al River to Coast Children's Services. 707.869-3613.

OUR REFERRAL POLICY

River to coast children's services' referral policy is based on respecting parental choice. Responsibility for selecting child care rests with each parent. RCCS assists parents in finding the widest range of available child care and offers information to help families evaluate available child care options. A RIVER TO COAST CHILDREN'S SERVICES referral is not a recommendation or a guarantee of quality care. Parents should carefully interview and check references of potential child care providers before leaving a child in their care.

For Information on all licensed family child care homes and centers call Community Care Licensing at 707.588.5026

River to Coast Children's Services. 707.869-3613. info@rccservices.org / www.rccservices.org

Calendar April 2018 Abril Calendario

- 4/2 & 3: Kindergym in Guerneville
- 4/3/4: Kindergym in Forestville
- 4/5: Attendance sheets due in RCCS by 5 PM ♦♦ Hoy es el día límite de las Hojas de Asistencia a las 5 PM
- 4/9 & 10: Kindergym in Guerneville
- 4/10: Padres Abriendo Caminos (PAC) se reúne a las 6:00 PM en RCCS. Por favor llamar a Olga al 707-869-3613 x 117
- 4/11: Kindergym in Forestville
- 4/16 & 17: Kindergym in Guerneville
- 4/16 through 3/20: *Week of the Young Child (children's art display at WestAmerica Bank in Guerneville!)*
- 4/18: Provider payday ♦♦ Día de pago de los proveedores
- 4/18: Kindergym in Forestville
- 4/20: Evening of Honor
- 4/23 & 24: Kindergym in Guerneville
- 4/25: Kindergym in Forestville
- 4/25: Board of Directors meeting ♦♦ Mesa Directiva de RCCS se reúne, 6:00 PM at RCCS
- 4/28: The Human Race at Slater Middle School (7:00 AM check in) →
- 4/30: Kindergym in Guerneville



Calendar May 2018 Mayo Calendario

- 5/5: Attendance sheets due in RCCS by 5 PM ♦♦ Hoy es el día límite de las Hojas de Asistencia a las 5 PM
- 5/5 & 6: Kindergym in Guerneville
- 5/7: Kindergym in Forestville
- 5/12 & 13: Kindergym in Guerneville
- 5/13: Padres Abriendo Caminos (PAC) se reúne a las 6:00 PM en RCCS. Por favor llamar a Olga al 707-869-3613 x 117
- 5/14: Kindergym in Forestville
- 5/16: Provider payday ♦♦ Día de pago de los proveedores
- 5/19 & 20: Kindergym in Guerneville
- 5/21: Kindergym in Forestville
- 5/26 & 27: Kindergym in Guerneville
- 5/28: Kindergym in Forestville
- 5/28: Board of Directors meeting ♦♦ Mesa Directiva de RCCS se reúne, 6:00 PM at RCCS



¡Le invitamos! You're Invited!

RCCS Provider Appreciation
Celebration 2018

Celebración de Aprecio para Proveedores
de RCCS 2018

Save the Date
Reserve el Día

May 4, 2018
6-8:30 PM
at the Monte Rio
Community Center



INVESTED IN THE PROMISE OF SONOMA COUNTY

RCCS thanks
Community
Foundation Sonoma
County for their
continued support
of our Emergency
Resources Program.
This grant provides
food, diapers,
transportation
assistance and
emergency shelter
for West County
families in need.



**Tour the SRJC CALL Child
Development Center
on the afternoon of the Early
Learners Conference!**

Saturday, April 14, 2018

**You do NOT have to attend the
conference to take the tour, and it
counts towards 1 of the 2 required
trainings for all RCCS-contracted
providers.**

TOURS:

1:45-3 PM and 2:45-4 PM

**You MUST RSVP at 869-3613 in
order to get credit!**



**Visite el Centro de Desarrollo
Infantil SRJC CALL**

**¡En la tarde del mismo día de la
conferencia de Early Learners!**

Sábado, 14 de abril de 2018

**NO es necesario que asista a
la conferencia para realizar el
recorrido, y contara como 1 de los
2 entrenamientos requeridos para
todos los proveedores contratados
con RCCS.**

TOURS:

1:45-3 PM y 2:45-4 PM

**¡DEBE Reservar al 869-3613 para
obtener el crédito de un entrenamiento!**

SAVE THE DATE

An Evening of Honor

**A Celebration of the Early Childhood
Community**

Date: Friday, April 20, 2018

Time: 5:30 p.m.-8:30 p.m.

Location: Mary Agatha Furth Center, Windsor

Enjoy dinner, recognition and prizes.

RESERVATIONS REQUIRED!

¡SE REQUIEREN RESERVACIONES!

(707) 522-1413 x. 125

Reserve el Día

Una Noche de Homenaje

**Una Celebración de la Comunidad
para la Educación de la Edad Temprana**

Fecha: Viernes, 20 de Abril, 2018

Hora: 5:30 p.m.-8:30 p.m.

**Lugar: Mary Agatha Furth Center, Windsor
Tendremos cena, reconocimiento y premios.**

“From the inside”

Teachers and caregivers share stories about how they help children develop the motivation to do the right thing

BY CECELIA LEONG

Teacher, Puppy’s not listening. He’s jumping on his friend!” The children in Karen Estella’s Los Angeles preschool program giggle at Impulsive Puppy’s misbehavior. Along with fellow puppets Slow-down Snail and Calm-down Bunny, Puppy is part of the Second Step anti-violence curriculum that Estella uses to teach emotional skills such as calming down and getting along with other children. Estella asks the children: “What does puppy have to do now?” Through discussion, fellow teacher Sandra Espino points out, “the children themselves are solving their own problems.”

“Positive behavior needs to come from the inside, to be (the child’s) choice,” says Laurie Prusso of Modesto Junior College. But how can teachers and caregivers work with children to motivate them to choose positive behavior?

Explain the behavior that’s needed

Misbehavior, says Prusso, is our label for the inappropriate ways that kids try to get their needs met. Adults can point to more effective strategies. Then children’s experiences will teach them that behaving better works better.

Michelle Krehl, director of The Nurtury Preschool near L.A., describes a situation in which “a child is knocking over other children’s blocks and they ask him



TOBY ST. JOHN

to stop but he doesn’t.” Krehl goes to the child and explains that in order to stay there with the other children, he needs to listen to their requests. “I ask the other children what they would like him to do if he comes back (to the block area). He can go back if he listens and meets the conditions.”

Help children learn to manage their emotions

When Estella sees children looking upset, she asks, “Do you need to check in?” The Second Step curriculum teaches a process for calming down. First, the child puts a hand on his tummy: How do I feel? Do I need to calm down? Then the child chooses a strategy: count, take a deep breath, or just tell himself to calm down.

Espino finds this process especially helpful when children speak different languages. A child can show others that “he needs to calm down by using the non-verbal cues of holding his tummy and extending a hand to say ‘stop’.”

One child in Eamon Sharkey’s Monte Rio afterschool program would “blow up if anybody teased him.” Sharkey suggested that when he got upset he “stop and listen to the wind.” After a week, he noticed a real difference. “Sometimes he makes his own sounds, “woooooo”—he does it when he starts to feel angry.”

“Misbehavior is our label for the inappropriate ways that kids try to get their needs met. Adults can point to more effective strategies.”

—Laurie Prusso of Modesto Junior College

TO LEARN MORE

- **Love and Logic**, www.loveandlogic.com
- **Second Step**, www.cfchildren.org
- **Starting Small: Teaching children tolerance in preschool and the early grades**, training tools available free at www.tolerance.org/teach/resources/starting_small.jsp

Coach children on how to enter play

Some kids grab or hit because they don't know how to join in play. "Children need us to teach them," says Prusso. In Catherine Scott's Long Beach family child care program, when one child wants to join another at the Lego table, she prompts her to ask if she can join in. And she provides support if the other child says no. "I say, 'Sometimes people want to play alone. It's OK. Why don't we come over here?'"

Teach—and model—empathy

"(Children) watch how we interact with them and they copy," says Scott. Recently, when a new child was crying after her mother left, Scott was pleased to see another four-year old touch the crying child gently on her shoulder, saying, "Mommy's coming back."

At Santa Rosa Junior College child development center, reports faculty member Jeanne Harmon, "we encourage peer support and the development of empathy." Children can get ice-filled "boo-boo bears" out of the freezer to take care of friends who have boo-boos.

Use puppets to discuss problems

"With fours and fives," says Kathryn Ingram, director of the Grossmont College child development center, "dolls are very effective as a vicarious learning experience." Recently she noticed that two four-year-old boys were excluding the three-year-old brother of one because "he couldn't quite do what they were doing. I never reprimanded them," she says, but used dolls to show "what it felt like not to be able to do what others could." After that, "they started including him more, saying, 'Come on, you can do that, put your foot there.'"



L.A. preschool teacher Elizabeth Benitez uses puppets to help her students think through situations ahead of time: "Snail is afraid to spin too fast on the merry-go-round. What can we do to help?" One child responded, "maybe Snail can get on Puppy's lap so it won't be so scary."

Help children talk through conflicts

Ingrum's center has a "peace tree" in the corner with pillows underneath. When children have conflicts they can go to the peace tree with a teacher. Each child has an opportunity to tell his side of the story and suggest solutions (for more conflict resolution tips, see p. 4). Then the teacher writes down the solution and hangs it on the tree.

"Last year," Ingram says, "Kevin's name was on every paper hanging there. The teacher would say, 'remember what we said last time? Let's go read it.' After a while she could just point to the tree when she saw something coming up."

Awards and praise: pros and cons

Cindy Stephens of College of the Canyons, uses rewards sparingly. They're "short-term," she says. "Children can become addicted to rewards. Think about how materialistic youth are! We set them up with candy and stickers."

Teacher Carole Anania of San Lorenzo agrees that the goal for children should be internal: "I like the way I felt when I did that." But rewards—such as stickers, books or toys—and praise, she says, are sometimes needed "if it's the only way we can reach them."

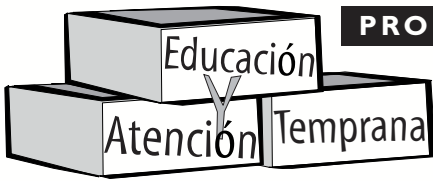
Anania often works with children with special needs. With one autistic child who had extremely limited language ability, Anania used immediate rewards to establish communication. When the child brought her a picture of what he wanted, she would give him the toy and praise him. Over time, Anania's goal was to wean him from the rewards.

We can help kids focus on their own reasons for doing things, says Stevens.

Rather than judgments—"good job!" or "that's not nice!"—Stephens suggests empathetic responses like "you look excited about your work," or "bummer!"



Thanks to United Way of the Bay Area and the David B. Gold Foundation for their support of this series.



“Desde dentro”

Maestros y cuidadores comparten sus experiencias sobre cómo ayudar a los niños a desarrollar su motivación para hacer lo correcto

POR CECELIA LEONG

Maestra, Puppy no hace caso. ¡Está saltando encima de su amigo!” A los niños en el programa de preescolar de Karen Estella en Los Ángeles les entra la risa ante las travesuras de Puppy “el impulsivo”. Junto con sus compañeros marionetas Snail “el lento” y Bunny “el tranquilo”, Puppy es parte del plan de estudios antiviolencia Second Step (Segundo Paso) que usa Estella para enseñar a los niños a manejar sus emociones, como tranquilizarse o llevarse bien con los demás. Estella les pregunta: “¿Qué tiene que hacer el muñeco ahora?”. A través del diálogo, apunta la compañera de profesorado Sandra Espino, “los mismos niños resuelven sus propios problemas”.

“Es necesario que el comportamiento positivo venga desde dentro, que sea su elección [la del niño]”, dice Laurie Prusso, de Modesto Junior College. ¿Pero cómo pueden maestros y cuidadores trabajar con los niños para motivarlos a escoger un comportamiento positivo?

Explicar el comportamiento requerido

El mal comportamiento, dice Prusso, es la etiqueta que damos a las formas inapropiadas con las que los niños procuran satisfacer sus necesidades. Los adultos pueden mostrarles estrategias más efectivas; luego las propias experiencias de los niños les enseñarán que el buen comportamiento funciona mejor.

Michelle Krehl, directora de *The Nurtury Preschool* —un preescolar cerca de Los Ángeles— describe una situación en la cual “un niño estaba derribando las piezas (de las estructuras para armar) de los otros niños y ellos le pedían que pare, pero él no lo hacía”. Krehl se dirige al pequeño y le explica que para permanecer allí con los demás él debe prestar atención a lo que le piden. “Pregunto a los otros niños qué les gustaría que él hiciera si regresa (al área de bloques para armar): Puede regresar si escucha y cumple las condiciones”.



JANET BROWN MCCracken

Ayudar a los niños a aprender a manejar sus emociones

Cuando Estella ve a los niños con aspecto de enojados pregunta: “¿Necesitas que hablemos?”. El programa *Second Step* (Segundo Paso) enseña un proceso para tranquilizarse. Primero, el niño pone una mano sobre su barriguita [y se pregunta]: ¿Cómo me siento? ¿Necesito calmarme? Luego escoge una estrategia: Cuenta, respira hondo o simplemente se dice a sí mismo que ha de calmarse.

Espino encuentra este proceso especialmente útil cuando los niños hablan diferentes idiomas. Un niño puede mostrar a los otros que “él necesita tranquilizarse usando las claves no verbales de agarrarse la barriga y extender una mano para decir ‘basta’”.

Un niño del programa extracurricular Monte Rio de Eamon Sharkey “explotaba si alguien le tomaba el pelo”. Sharkey le sugirió que cuando se enfadara “parara y se pusiera a escuchar el viento”. Después de una semana notó una gran diferencia. “A veces él crea sus propios sonidos: ‘uuu, uuu’... Lo hace cuando empieza a sentirse enojado”.



Agradecemos a United Way del Área de la Bahía y a la Fundación David B. Gold por su apoyo a esta serie.

Enseñar a los niños cómo integrarse en el juego de los demás

Algunos niños se agarran o golpean entre ellos porque no saben cómo acoplarse al juego de otros niños. “Los niños necesitan que les enseñemos”, dice Prusso. En el programa de cuidado infantil familiar de Catherine Scott en Long Beach, cuando una niña quiere acompañar a otra en la mesa de *Legos* ella la induce a preguntarle si puede entrar a formar parte (de su juego), al tiempo que le presta apoyo si la otra niña le dice que no. En ese caso, yo “le digo: ‘A veces la gente quiere jugar sola... Está bien. ¿Por qué no vienes aquí?’”

Enseñar y dar ejemplos de empatía

“(Los niños) miran cómo interactuamos con ellos y ellos copian”, dice Scott. Hace poco, cuando una niña nueva en el curso estaba llorando después de que su madre se había ido, Scott estaba encantada de ver cómo otro niño de cuatro años tocaba su hombro con cariño diciéndole: “mami va a volver”.

En el centro de desarrollo infantil del *Junior College* de Santa Rosa, explica la profesora Jeanne Harmon, “promovemos el apoyo entre compañeros y el desarrollo de la empatía”. Los niños pueden sacar “osos bu-bu” del refrigerador para cuidar de amiguitos que tienen “bubas” o “pupas”.

Usar muñecos para discutir problemas

“Con niños de cuatro y cinco años”, dice Kathryn Ingram, directora del centro de desarrollo infantil de Grossmont College, “los muñecos son muy efectivos como experiencia de aprendizaje indirecto”. Hace poco ella advirtió que dos niños de cuatro años estaban excluyendo al hermano de tres años de uno de ellos porque “no podía hacer lo que ellos estaban haciendo; nunca les reprendí”, explica, pero utilizó muñecos para mostrar “lo que se sentía al no ser capaz de hacer lo que los otros sí pueden hacer”. Después de eso “empezaron a incluirle más, diciendo: ‘Vamos, puedes hacerlo, pon tu pie allí’”.

La maestra de preescolar de Los Ángeles Elizabeth Benítez usa marionetas para ayudar a sus estudiantes a pensar a través de situaciones diversas, antes de que éstas ocurran: “El caracol (*Snail* “el lento”, en el personaje de la marioneta) tiene miedo de girar demasiado rápido en el tióvivo: ¿Qué podemos hacer para ayudarlo?”. Un niño respondió: “Quizá el caracol *Snail* pueda subirse a las rodillas de *Puppy* para que no le dé tanto miedo”.

Ayudar a los niños a hablar a través de los conflictos

El centro de Ingram tiene un “árbol de la paz” en el rincón, con almohadones debajo del árbol. Cuando los niños tienen conflictos pueden dirigirse al árbol de la paz con un maestro. Cada niño tiene una oportunidad de

explicar su lado de la historia y sugerir soluciones. Luego el maestro apunta la solución y la cuelga en el árbol.

“El año pasado”, dice Ingram, “el nombre de Kevin estaba en cada papel colgando del árbol. La maestra decía: ‘¿Recuerdan lo que dijimos la última vez? Leámoslo’. Después de un tiempo cuando veía que ocurriría alguna cosa sólo tenía que señalar el árbol”.

Premios y elogios: pros y contras

Cindy Stephens, de *College of the Canyons*, usa premios de forma esporádica. Estos son de “corto plazo”, explica. “Los niños pueden hacerse adictos a los premios. ¡Piensa en lo materialista que son los jóvenes! Nosotros les preparamos el camino con caramelos y pegatinas”.

La maestra Carole Anania de San Lorenzo está de acuerdo en que el objetivo para los niños debe ser interno: “Me gusta cómo me sentí cuando hice eso”. Pero los premios—como pegatinas, libros o juguetes—y los elogios, dice, a veces son necesarios “cuando es la única forma en que podemos llegar a ellos”.

Anania trabaja a menudo con niños con necesidades especiales. Con un niño autista—que tenía su capacidad de lenguaje extremadamente limitada—Anania usó premios inmediatos para establecer comunicación. Cuando el niño le traía un dibujo de lo que él quería, ella le daba el juguete y le hacía elogios. Con el tiempo, el objetivo de Anania fue quitarle la costumbre de recibir premios.

Podemos ayudar a los niños a que se centren en sus propias razones para hacer las cosas, dice Stevens. Más que emitir juicios del tipo: ¡buen trabajo! o “¡eso está feo!”, Stephens sugiere respuestas empáticas como “pareces entusiasmado con tu trabajo”, o “¡qué pena!”.



PARA APRENDER MÁS

- Amor y Lógica: www.loveandlogic.com
- Segundo Paso: www.cfchildren.org
- *Starting Small: Teaching children tolerance in preschool and the early grades* (“Empezando desde chiquitos: Enseñando tolerancia a los niños en preescolar y grados inferiores”) ofrece una serie de herramientas de formación gratuitas a través de internet en: www.tolerance.org/teach/resources/starting_small.jsp



**River to
Coast
Children's
Services**

Resources, Referrals & Support ❖ Recursos, Referencias y Apoyo

**P.O. Box 16
Guerneville, CA 95446**

U.S. POSTAGE
NON-PROFIT
GUERNEVILLE, CA 95446
PERMIT #18

RETURN SERVICE REQUESTED

Celebrate the Week of the Young Child with RCCS. Visit the children's art display on view all of April at the West America Bank, Guerneville branch.

Nuestra misión es cultivar el desarrollo saludable de los niños y familias en nuestra comunidad. Ofrecemos recursos, referencias, apoyo y oportunidades a los proveedores de cuidado de niños, familias y comunidades en el Oeste de Condado de Sonoma



"Our mission is to nurture the healthy development of children and families in our community. We offer resources, referrals, support and opportunities to child care providers, families and communities in western Sonoma County".

RIVER TO COAST CHILDREN'S SERVICES PROVIDER WORKSHOPS FOR 2017-2018
MAY 2018: HEALTH AND SAFETY / JUNE 2018: ENVIRONMENTS FOR INFANTS AND TODDLERS
RCCS-CONTRACTED PROVIDERS MUST ATTEND A MINIMUM OF TWO TRAININGS AT RCCS.
THERE ARE ONLY TWO TRAININGS REMAINING IN THIS CONTRACT YEAR 2017-2018. SIGN UP NOW!

Ongoing Children's Activities from RCCS: Kindergym:

- River to Coast Children's Services brings Kindergym to Forestville on Wednesdays 9:45 AM to 12:15 PM. Held at the Forestville United Methodist Church, 6550 Covey Road in downtown Forestville, features activities for children 0 to 6 years (accompanied by their care givers)
- River to Coast Children's Services offers Kindergym Monday and Tuesday mornings 9:45 AM to 12:15 PM in Guerneville at the Guerneville Vets' Hall, located on the corner of 1st and Church Streets in downtown Guerneville. Features activities for children 0 to 6 years (accompanied by their care givers).

Kindergyms are FREE, but donations are accepted, Call 707.869.3613 for current schedule, or check the current RCCS newsletter online at www.rccservices.org

