

Family Handbook

Early Care & Education



WEST HILLS
COMMUNITY COLLEGE DISTRICT

**West Hills College
Child Development Centers**

Revised November 2021

Table of Contents

Director’s Letter to Parents/Guardians	5
Locations of Centers	6
Holidays.....	6
West Hills College Child Development Center Early Care Programs	7
Mission & Vision Statement	7
Program Philosophy, Goals, and Objectives	8
Philosophy.....	8
Staff Development.....	8
Orientation	8
Open Door Policy	9
Equal Access/Non-Discrimination Policy.....	9
Religious Instruction Policy	9
Supervision of Children	9
Program Self-Evaluation Process	9
Environment Rating Scale.....	9
Desired Results Developmental Profile.....	10
Community Involvement.....	10
Parent Involvement & Education.....	11
Parent Communication	11
Parent Involvement & Participation.....	11
Parent Advisory Committee (P.A.C.) and Parent Education	11
How to Qualify for the Program	11
Eligibility Criteria	11
Family Selection Process	17
Enrollment Process.....	17
Right to Appeal	18
Continuation in the Program	18
Family Fee	18
Vacation Credit	20
Make-up Attendance	20
Termination Policy	20
Program Policies.....	20
Attendance & Absence Policy	20
Late Pick-up	21
Drop off/ Pick-up Policy	21
Car Seat Law	22
Biting Policy.....	22
Behavioral Support.....	23
Physically Aggressive Behavior Policy	23
Health & Safety	24
Nutrition.....	24
Health & Social Services.....	24

Emergency Cards.....	24
Staff health & Safety Requirements	24
Daily Health Check & Ill Child Policies.....	25
Immunizations.....	25
Medications.....	25
Injuries.....	26
Emergency Preparedness	26
No Smoking Policy	26
General Policies.....	26
Dress Code.....	26
Napping	27
Toileting	27
Field Trips.....	27
Confidentiality Policy.....	27
Welfare Policy/Child Abuse Reporting	27
Grievance/Complaint Procedures.....	28
Uniform Complaint Procedures.....	28
Harassment Policy	28
Parents’ Rights.....	29
Children’s Rights.....	30
Photos.....	30
Infant Toddler Program Descriptions.....	30
Schedule/Environment.....	30
Nutrition.....	31
Napping	31
Diapering/Potty Training	32
Acknowledgement of Receipt of Parent Handbook	33



WEST HILLS COMMUNITY COLLEGE DISTRICT

Dear Parents/Guardians:

Welcome to West Hills Community College Child Development Center. We are excited to have you as part of our team, which is dedicated to providing you and your family a wonderful early care experience in a high-quality program.

As your child's first teacher we encourage you to guide us on your child's development and to be an active participant in their daily experiences and developmental stages. Our hope is that your family will totally immerse themselves into your child's early care experience by attending parent conferences, meeting the staff, volunteering, attending Parent Advisory Committee meetings, educational opportunities, reading the monthly school letter, or simply having daily conversation with the teaching staff.

Our goal is to ensure your child is developing socially, emotionally, physically, cognitively, and creatively. To ensure this is occurring we follow the guidelines of our funder California Department of Education, as well as the Preschool Framework standards.

The purpose of this handbook is to familiarize you with all aspects of our program. The program is complex, while its principles are straightforward and easy to understand and adopt. This handbook is presented to you as part of your orientation to the program and is available online at www.westhillscollge.com under: Departments, Child Development Centers, and then Parent Resources. Upon review of the handbook, please ask your child's teacher for the signature page and share any questions or comments with them or the center's site supervisor.

Conne Cleveland

West Hills College Child Development Centers
1510 Falcon, Coalinga, CA 93210
(559) 934-2383

WEST HILLS COLLEGE CHILD DEVELOPMENT CENTER LOCATIONS



COALINGA – Center hours: 7:30 am to 5:30 pm*

1510 Falcon Way, Coalinga CA 93210

Facility #100406735, 103808234, 103801220

Enrollment Office: (559) 934-2392

Fax: (559) 934-2867

Kindergarten Readiness Program – 3 to 5
Child Care Classes – 0 to 5 years (year around); 5 to 10 (summers only)



LEMOORE – Center hours: 7:00 am to 5:30 pm*

555 College Avenue, Lemoore, CA 93245

Facility #163801903, 163808286

Enrollment Office: (559) 925-3715

Fax: (559) 924-1539

Kindergarten Readiness Program – 3 to 5 **Child Care Classes – 0 to 5 years (year around)**



FIREBAUGH – Center hours: 7:30 am to 5:15 pm*

819 O Street, Firebaugh, CA 93622

Facility #103801768

Enrollment Office: (559) 934-2951

Fax: (559) 934-2846

Kindergarten Readiness Program – 3 to 5 **Child Care Classes – 2 to 5 years (year around)**

***Amended hours of operation for all sites are 8:00am-4:00pm until further notice**

HOLIDAYS

The Child Development Centers are closed for the following holidays: (childcare & Kindergarten Readiness may vary)

Labor Day

Martin Luther King, Jr.

Memorial Day

Week of Thanksgiving

President’s Day (2 days)

Week of 4th of July

Winter Break (3 weeks)

Spring Break (1 wk plus Mon)

WEST HILLS COLLEGE CHILD DEVELOPMENT CENTER EARLY CARE PROGRAMS

The West Hills College preschool program provides high quality child education programs from birth to age 5. We offer half-day Kindergarten Readiness programs, extended full day care, as well as Infant/Toddler care. Our programs are open to families who qualify for subsidized care, funded through the California Department of Education. These subsidies could pay for part or all of the child's tuition based on the family size and income.

West Hills College Kindergarten Readiness programs are a part-day enrichment program, to better prepare children for their transition to kindergarten. Kindergarten Readiness programs are offered in Coalinga, Huron, Lemoore, Firebaugh, Avenal, San Joaquin, and serve three- and four-year old children. Children who will turn three prior to September 1 of the current year are considered three-year old's for this program. Although three-year old's are eligible for enrollment, priority is given to children who will be four prior to September 1 of the current year and will be transitioning to kindergarten. Two sessions are offered daily for a minimum of three hours, one session in the morning and one in the afternoon. Times of the sessions may vary by location. The Kindergarten Readiness Program operates 180 days beginning mid-August, somewhat following the local school district calendar.

The West Hills College Child Development Centers (CDC) in Coalinga, Lemoore, and Huron are accredited by the National Association for the Education of Young Children. The standards for accreditation are seen throughout all of our centers as they reflect a safe, healthy and harmonious learning environment. These centers, along with Firebaugh, and Tamarack/Avenal have received a quality rating through the Quality Rating Improvement System (QRIS). With this in mind, activities are carefully planned so each child may learn at his/her own pace. We have a creative environment with learning centers that include areas of language/literacy, art, dramatic play, science, manipulative/math, and art/music. These areas promote socialization, language and literacy, fine and gross motor development math and numeracy skills, and creative self-expression and awareness. There are opportunities for quiet and active play, indoor and outdoor play, and large and small group activities.

MISSION AND VISION

West Hills Community College District is committed to providing high quality early care and education programs throughout their service areas to ensure families have access to care for their child; children are prepared for their future education; and the college student is exposed to the highest of standards in a laboratory setting.

These centers will evolve to exemplify best practices in early education; serve as a model for other educational institutes; and become accredited by the National Association for the Education of Young Children.

The mission of West Hills Community College District Child Development Center is to address the whole child at the emotional, physical, creative, social and cognitive levels. Theoretical studies produced by Jean Piaget, Lev Vygotsky, Erik Erikson, Albert Bandura, and Lillian Katz, anchor the curriculum. A literacy-based curriculum supported by Zoo phonics help teachers create activities to support the concept that children develop in stages, but at different rates depending on their experiences, their interactions with their environment, and each child's innate abilities. WHC CDC is committed to serving children in a family like atmosphere while addressing the needs of their early years of life. The WHC CDC staff is dedicated to creating a nurturing, safe, healthy, and trusting learning environment where there is an atmosphere of respect for the individual child, family and staff member. Our mission supports and recognizes each family's culture and beliefs and respects the parent's role as the child's first teacher.

PHILOSOPHY, GOALS, AND OBJECTIVES

PHILOSOPHY

West Hills College Child Development Centers (WHC CDC) create an environment of trust where children and adults can develop emotionally, intellectually, socially, and physically to their fullest potential. The WHC CDC provides opportunities for children and adults to interact with the environment and each other in a natural setting supportive of the individual, developmental rate. We acknowledge and embrace our belief that children and adults learn through active meaningful experiences within their environment and with consistent, nurturing care.

Additionally, the WHC CDC recognizes and supports that all individuals are unique and possess a rich background of family and culture that contributes to the whole of our center. This culture creates the family unit of our program.

We have **five interrelated goals** that make the whole of our program:

- 1) to provide high-quality early care and education for the children enrolled in our program and foster their social, emotional, cognitive, language, and physical development.
- 2) to provide early intervention for children with special needs in collaboration with an interdisciplinary team (our staff, the parents, the local school district, and various services agencies).
- 3) to promote family stability by providing services and education for parents while they pursue their career and/or educational goals and to develop a partnership with each family.
- 4) to be an exemplary model of best practice in early education for students enrolled in courses, which are related to children and their development; and
- 5) to support early childhood educators through their professional and personal growth.

STAFF DEVELOPMENT

WHC CDC is committed to improving the quality of early childhood education. We hire qualified staff, each holding the appropriate teaching permit required by the State of California.

- All teachers and supervisors are required to be continuously enrolled in college coursework leading to a bachelor's degree in Child Development or Early Childhood Education.
- New employees are provided an orientation to educate them of CDC policies and how these policies relate to their job description.
- We support continuous staff growth by assessing the needs of staff and providing professional development activities to enhance their growth.
- Staff development is linked to the Desired Results Developmental Profile student outcomes, with staff development activities identified or created to improve student outcomes.
- Each employee receives an annual evaluation with their supervisor to discuss their strengths and additional areas of need for staff development.
- We have sound internal communication mechanisms which include email, phone, and newsletters to provide staff with information to carry out their respective duties.
- A component of the staff development includes providing bi-annual CPR and First Aid classes for all teaching staff.

ORIENTATION

A required orientation meeting is scheduled prior to enrollment or the start of the school year to assist parents and children in feeling comfortable at the CDC and in understanding our program and policies. We encourage you to bring your child in to visit their classroom and meet the teachers prior to the first Day of school.

The classroom curriculum will be discussed with you in-depth during your classroom orientation, as the curriculum varies from classroom to classroom. Curriculum is developed mainly from the children's

interests, developmental needs and abilities (determined from the children's outcomes on the Desired Results Developmental Profile). The Desired Results Developmental Profile is an assessment tool developed by the California Department of Education, Early Learning and Care Division and West Ed. Assessments are completed each fall and spring.

OPEN DOOR POLICY

West Hills College Child Development Centers (WHC CDC) permit unannounced visits by the parent/guardian to the center and their child's classroom while their child is present. The WHC CDC has an open door policy to parents/guardians.

EQUAL ACCESS/NON-DISCRIMINATION POLICY

West Hills College Child Development Centers do not discriminate on the basis of gender, sexual orientation, ethnic group identification, race or ethnic ancestry, national origin, religion, color, or mental or physical disability in determining which children are served. We embrace children with disabilities and understand the requirements of the Americans with Disabilities Act (ADA) to make reasonable accommodations for such children and implement those accommodations.

The CDCs are proponents of inclusive settings for children with special needs and work with the family to help the child to develop to his or her fullest potential. We help parents advocate for their child to obtain the necessary services and resources.

RELIGIOUS INSTRUCTION

Given that State funds are received, the CDCs refrain from religious instruction and worship.

SUPERVISION OF CHILDREN

All children must be supervised by sight and sound at all times throughout the day.

PROGRAM SELF-EVALUATION PROCESS

In order to ensure our program is effectively meeting the needs of the children, families, staff and community we conduct numerous levels of evaluation. There are components of our evaluative process that require input and support from our parents. Listed below are the components of our evaluation. Please note the areas that require your support. Throughout the year, you will receive questionnaires, be asked to participate in review teams, and action teams that focus on identifying and closing gaps. Please make sure to participate, as it is imperative that the program meets your needs and through this process, we will be successful.

- 1. Parent Survey – Family Evaluation Process Format**
 - California Department of Education Parent Survey (Nov)**
 - NAEYC Family Questionnaire Survey (Mar)**
 - Mid October/Mid-March
 - During parent/teacher conference – data is provided anonymously
 - Site Supervisor reviews and tally survey sheets
 - Presentation of the results are presented at a monthly staff meeting and a PAC meeting
- 2. Environmental Rating Scale (ERS) – Staff Self Evaluation & Environment Process Format**

ENVIRONMENTAL RATING SCALE (ERS)

The ERS is a tool designed to assess the quality level in preschool programs. Through the ERS, we are able to measure the quality of interactions that occur between children, staff, staff and children, staff and parents, and between children and the materials in the classroom. The ERS also measures the

quality of the learning activities provided for the children. Providing a high-quality environment that supports learning and social interactions, the program is able to:

- Build positive relationships
- Support opportunities to stimulate and learn from rich experiences
 - Mid September
 - Staff applies ERS to own classroom
 - Identify gaps
 - Collectively develop action plan
 - Track activities on log sheet that correct issues
 - Monthly – Review progress of action plan at monthly classroom meetings, administration meetings and PAC meetings.

3. Annual Program Self Evaluation – Family, Staff and Community Evaluation Process

- Begin process in October
- Conducted by staff, administration, Board of Trustees member, parent and community representative
- Tools: DESIRED RESULTS – Department of Education:

DESIRED RESULTS DEVELOPMENTAL PROFILE (DRDP)

The goal of WHC CDC is to ensure that all children are making progress in the domains of physical, cognitive, language, and social-emotional development.

- We use the Desired Results Developmental Profile, a tool developed by the California Department of Education, Early Learning and Care Division, to assess the development of children.
- Children are assessed within 60 days of enrollment and every six months thereafter.
- Parents' input is a necessary component of this assessment.
- The assessment is also used to plan and conduct age and developmentally appropriate activities, carried out through daily curriculum and weekly lesson plans for the children.
- Curriculum is posted in classrooms weekly and used as a daily guide. However, daily activities are based on children's interests.
 - Parent Survey Summary of Findings
 - Developmental Profile Summary of Findings
 - ERS action plan
 - Develop Program Action Plan and track progress
 - Present to WHCCD Board of Trustees
 - Present results at PAC meeting
 - Submit Annual Report to Department of Education
 - Continuously review process and outcomes with staff and parents.

COMMUNITY INVOLVEMENT

WHC CDC has strong ties with the community, participating in many community events throughout the year and inviting the community to WHC CDC sponsored events. Community involvement includes soliciting community support and providing information to the community regarding available services.

PARENT INVOLVEMENT & EDUCATION

PARENT COMMUNICATION

We encourage parent/teacher communication to support each child's progress and/or special needs. If you have concerns, please express them to your child's teacher (dressed in red), directly, not to an assistant or substitute. Arrangements can be made for teachers to be available for conferences at your convenience.

To support our team our program has implemented many different ways that staff and parents can share information. Our primary choice of communication is verbal. We encourage you to meet or speak to your child's teacher (dressed in red). In addition to verbal communication, all of our classes have either "My Day" reports or Parent/Staff Communication forms. Simply complete one and include your phone number, concern or question and a good time to reach you. However, we realize that some of you might not have the opportunity to come to the center so many of our teachers can communicate via email or texting. Simply talk with them to see what method is good for both of you.

PARENT INVOLVEMENT/PARTICIPATION

One of the most important aspects of our program is parent education and involvement. To make certain the educational goals for both children and families the following participation is strongly encouraged: 1) make sure your child's attendance is consistent (according to contract); 2) bring and pick up your child at the designated times; 3) attend parent education meetings; 4) attend your child's parent/teacher conference; and 5) volunteer/participate in the classroom 6) read your monthly newsletters. Please discuss other opportunities with your child's teacher. If you are going to be volunteering in the classroom, parent will need to provide a negative TB clearance, proof of Tdap, MMR, and a current flu shot. All parent volunteers are required to complete a West Hills College Volunteer application. Parents are expected to follow the center's dress code, which is covered in the parent volunteer brochure.

PARENT ADVISORY COMMITTEE (P.A.C.) AND PARENT EDUCATION

The Parent Advisory Committee is comprised of all enrolled parents and is dedicated to making the school a better place for children and families. The PAC meets to discuss school activities, policies, curriculum, child development issues and appropriate fund-raising opportunities. The most important aspect of the PAC is to become a support system for the program, advocate children's issues, and connect the program to the community. Parent education seminars are offered monthly, guest speakers from the field of child development, nutrition, and pediatric medicine will present topics. All families are strongly encouraged to attend PAC/education meetings.

HOW TO QUALIFY FOR THE PROGRAM

ELIGIBILITY CRITERIA

Age Eligibility CSPP MB 14-02

1. "CSPP eligible three-year-olds" who, regardless of their chronological age, will have their third birthday on or before September 1, of the fiscal year they are being served.
2. "CSPP eligible four-year-olds" who, regardless of their chronological age, will have their fourth birthday on or before September 1, of the fiscal year they are being served.
3. "CSPP eligible five-year-olds" who will have their fifth birthday on or before September 1 of the fiscal year they receive services, and who were receiving full-day services as a CSPP eligible four-year-old on or before June 30, may remain in a CSPP program until the child begins kindergarten, but no later than September 30.

12-Month Eligibility

Upon establishing or ongoing eligibility for services, a family shall be considered to meet all eligibility and need requirements for those services for not less than 12 months, shall receive those services for not less than 12 months before having their eligibility or need recertified, and shall not be required to report changes to income or other changes for at least 12 months.

Education Code (EC), Section 8261 (h)(1)

Family Right to Report Changes

A family may at any time voluntarily request a reduction to their service level. Before a contractor may make any reductions to the service level, a parent shall submit a written request that includes, the days and hours per day requested, the effective date of a proposed reduction of service level, and parental acknowledge in writing that the parent understands that the parent may retain their current certified child care service level.

Upon receipt of the parent's written request, the contractor shall notify the family in writing of the parent's right to continue to bring their child pursuant to the original certified service level, and collect documentation to support the changes requested, and, not later than 10 business days after receipt of applicable documentation, issue a Notice of Action for the requested change in service level. No other changes to the service agreement shall be made using the received information.

(Title 5, Section 18084.2, The Family's Right to Voluntarily Report Changes)

When Families Voluntarily Request a Reduction of Family Fee

When a family voluntarily requests a reduction to their family fee by reporting a change such as family income, days and hours of care needed, or family size, the contractor must reassess the family fee as described above. The parent must provide documentation to support the reported change. The family fee reduction takes effect on the first of the month following the receipt and approval of the required supporting documentation. This documentation may not be used to make any other changes to the family's service agreement.

A Notice of Action (NOA) must be issued immediately upon receipt and approval of the required supporting documentation so that the new family fee will become effective on the first day of the month that follows the issue date of the NOA. For example, if a NOA is issued on July 28, 2017, the effective date of the reduced fee would be August 1, 2017.

Initial Certification, Continuing Certification and Phase-Out Certification

For purposes of establishing initial income eligibility for services under this chapter, "income eligible" means that a family's adjusted monthly income is at or below 70 percent of the state median income, adjusted for family size. For purposes of establishing ongoing income eligibility, "ongoing income eligible" means that a family's adjusted monthly income is at or below 85 percent of the state median income, adjusted for family size.

(Education Code (EC) Section 8263.1(a)(b))

At initial certification, a family will be considered income eligible if that family's adjusted monthly income is at or below 70 percent of the SMI, adjusted for family size (Management Bulletin (MB 17-08). Twelve Month Eligibility, a family that meets eligibility requirements at initial certification or recertification is considered eligible until the next recertification.

Once determined and certified as income eligible for services, families remain income eligible until their adjusted monthly income exceeds 85 percent of the most recent SMI, adjusted for family size. The schedule of income ceilings to establish ongoing income eligibility are included in MB 17-09 Recertification.

Contractors must notify parents, at the time of initial certification, and at recertification, the dollar amount that equals 85 percent of the SMI, based on their family size. **Parents are required to report when their family income exceeds the 85%-dollar amount for their family size.**

When family income exceeds the identified 85% of SMI for the family size, the contractor must dis-enroll the family and issue a Notice of Action (NOA) citing the family has exceeded the 85 percent of the SMI adjusted for family size

Specifically, contractors must inform the parent in writing of the maximum adjusted monthly income the family could earn, based on the family size most recently certified, before the family is no longer income eligible for services. To do this, the contractor must provide the family with a copy of the most recent Schedule Of Income Ceilings (85 percent SMI) for Recertification.

Management Bulletin 19-03 Schedule of Income Ceilings (70 percent SMI) for Initial Certification Child Care and Development Programs

Family Size	Family Monthly Income	Family Yearly Income
1-2	\$5,343	\$64,120
3	\$5,802	\$69,620
4	\$6,719	\$80,623
5	\$7,794	\$93,522
6	\$8,869	\$106,422
7	\$9,070	\$108,841
8	\$9,272	\$111,259
9	\$9,473	\$113,678
10	\$9,675	\$116,096
11	\$9,876	\$118,516
12	\$10,078	\$120,934

Management Bulletin 19-03 Recertification Schedule of Income Ceilings (85 percent SMI) for Recertification Child Care and Development Programs

Family Size	Family Monthly Income	Family Yearly Income
1-2	\$5,343	\$64,120
3	\$5,802	\$69,620
4	\$6,719	\$80,623
5	\$7,794	\$93,522
6	\$8,869	\$106,422
7	\$9,070	\$108,841
8	\$9,272	\$111,259
9	\$9,473	\$113,678
10	\$9,675	\$116,096
11	\$9,876	\$118,516
12	\$10,078	\$120,934

Eligibility is based on documentation and verification of at least one of the following: Income; Current Aid Recipient; Homelessness; Child Protective Services; At-Risk of Abuse, Neglect, and or Exploitation.

Income is the total countable income of all individuals counted in the family size, for example: gross wages or salaries; overtime, tips, cash aid, child support payments received, portion of student grants or scholarships not identified for educational purpose as tuition, books, or supplies. Income documentation must be no older than 30 days. *WHC CDC reserves the right to ask for additional documentation to verify income.*

Income documentation is for the month preceding certification or recertification. Current and on-going income documentation may be requested.

- Employed
 - Release authorization and payroll check stub
 - Release authorization and letter from employer; or
 - Other record of wages issued by the employer
- Other record of total countable income – i.e. Current aid recipient
 - Provide copies of the documentation of all non-wage income
 - Provide self-certification of any income for which no documentation is possible

- Self-Employed
 - As many of the following types of documentation as necessary to determine income:
 - Letter from source of income
 - Copy of the most recently signed and completed tax return
 - Other business records, such as ledgers, receipts, or business logs

Family Size documentation is the supporting documentation provided by the parent regarding the number of children and parents in the family and include at least one of the following:

- Birth certificate
- Child custody court order
- Adoption documents
- Foster Care placement records
- School or medical records
- County welfare department records
- Other reliable documentation indicating the relationship of the child to the parent

Self-Certification, Absent Parent and Single Parent Status

If only one parent has signed an application for enrollment in child care services, and the birth record information for the children counted in the family size indicates that there is a second parent who has not signed the application, the parent who has signed the application shall self-certify single parent status under penalty of perjury (Sections I and V, Confidential Application for Child Development Services and Certification of Eligibility) The parent who has signed the application shall not be required to submit additional information documenting the presence or absence of the second parent.

Homelessness documentation includes written referral from an emergency shelter or other legal, medical or social service agency or a written parental declaration that the family is homeless and a statement describing the families living situation.

Child Protective Services (CPS) documentation includes a written referral, dated within six months of application for services and includes:

- Statement from local county welfare department, child welfare services worker, certifying that the child is receiving Child Protective Services (CPS) and that child care and development services are a necessary component of the CPS service plan.
- Probable duration of the CPS service plan.
- Name, address, phone number and signature of the county child welfare staff.

At-Risk documentation includes a written referral, dated within six months of application for services and includes:

- Statement by a legally qualified professional (someone licensed in the state to perform legal, medical, health or social services for the general public) that the child is at risk of abuse and neglect and that childcare and development services are needed to reduce or eliminate that risk.
- Probable duration of the risk situation.
- Name, address, phone number and signature of the legally qualified professional.

Documentation of Need for Full-day Preschool and CCTR

Upon establishing initial eligibility or ongoing eligibility for services, a family shall be considered to meet all eligibility and need requirements for those services for not less than 12 months, shall receive those

services for not less than 12 months before having their eligibility or need recertified, and shall not be required to report changes to income or other changes for at least 12 months Education Code (EC), Section 8261(h)(1).

Each adult counted in the family size must have a need for childcare services. If it is determined by the enrollment specialist that there is no documented need for subsidized childcare, a Notice of Action to deny or terminating services will be issued. The following are some Title 5 regulatory categories of documentable need for childcare:

1. **At Risk of Abuse or Neglect** - When the basis of need is At Risk of Abuse or Neglect, a child who has been identified by a legally qualified professional in a legal, medical, social services agency, or emergency shelter as being at risk of abuse, neglect, or exploitation, and referred for childcare and development services. At-risk/CPS families may receive a 12-month fee exemption when a legally qualified professional from a legal, medical, social services agency, or emergency shelter specifies in the referral that it is necessary to waive the family fee. For families with a fee exemption, income information will not be required, and fees will not be assessed or collected. If the referral from the legally qualified professional from a legal, medical, social services agency or emergency shelter does not waive the fee, income information must be obtained from the family. Fees must be assessed and collected, as applicable, based on the most recent fee schedule issued by the CDE, CDD. Fee assessment and collection will begin on the first day of enrollment unless the fee is waived.
2. **Child Protective Services (CPS)** - When the basis of need is CPS, a written referral from a legal, medical, social service agency, or emergency shelter is required. The written referral from shall include a statement that the child is at risk of abuse or neglect and that the childcare services are needed to reduce or eliminate that risk. CPS shall certify that the child is receiving protective services and that childcare is a necessary part of CPS plan. Note: A "legal qualified profession" means a person licensed under applicable law and regulation of State of California to perform legal, medical, health or social services for the general public.
3. **Employment** - When the basis for need is employment, means of verification may include, but is not limited to: Pay Stubs, Record of Wages, Proof of Self-Employment, and/or Tax Returns, as well as completed Employment Verification Form.
4. **Vocational training leading directly to a recognized trade, par-a-profession, profession, or education degree** - When the basis of need is training, childcare services may be authorized for six years from initiation of services. Twenty-four semester units, or its equivalent after the attainment of a bachelor's degree. Parents must identify a vocational, occupational, or educational degree objective. Student's must maintain and report satisfactory progress to the agency. When the student fails to meet satisfactory programs, the student may be offered an additional training period to meet satisfactory progress
5. **Seeking employment** - When the basis for need is seeking employment, participant may be approved to seek employment for not less than 6 months, working days, and for less than thirty hours per week. If at the time of recertification, the only basis for ongoing eligibility is a parent's need to seek employment, the family shall receive ongoing services for no less than six months.
6. **Seeking permanent housing for family stability** - When the basis of need is seeking permanent housing, participant may be approved to seek permanent housing for less than thirty hours per week for consecutive working days, Monday to Friday.

7. **Incapacity** - When the basis of need is incapacity, childcare and development services shall be based on the documentation provided by the legally qualified health professional which shall include; a statement that the participant is incapacitated and incapable of providing care and supervision for the child. The documentation must identify the extent to which the participant is incapable of providing care and supervision. Childcare cannot exceed 50 hours per week.

FAMILY SELECTION PROCESS

Enrollment begins with a search on the program waiting list. The waiting list ranks families eligible for subsidized care for placement. The term “eligibility” is used because families are ranked by eligibility factors for subsidized care. Families are drawn from the waiting list and enrollment is based on the lowest rank first.

Enrollment Priorities for Kindergarten Readiness Programs (i.e. preschool)

The first priority for services shall be given to four-year-old or three-year-old neglected or abused children who are recipients of child protective services or recipients who are at risk of being neglected or abused, upon written referral from a legal, medical, or social service agency, without regard to income.

The second priority shall be given to eligible four-year-old children in the following order:

1. Children who were enrolled in the Kindergarten Readiness Program as a three-year-old, without regard to income ranking (families must still meet income guidelines).
2. Children whose families have the lowest income ranking based on the most recent income ranking schedule adopted by the State Superintendent of Public Instruction (SSPI) at the time of enrollment. The Child Care and Development Income Rankings (revised 4/2011) is hereby incorporated by reference.
3. When two or more families have the same income ranking, according to the most recent income ranking schedule, the child with exceptional needs as defined in Education Code section 8208(1) shall be admitted first.
4. If there are no families with children with exceptional needs, the following priority are used:
 - a. Children who are identified as limited English or non-English proficient.
 - b. Children from families whose special circumstances may diminish the children's opportunities for normal development.

After all eligible four-year-old children are enrolled, three-year-old children may be enrolled based on the priorities described for the priorities of four-year olds 2 through 4 above.

ENROLLMENT PROCESS

When the family is the next on the waiting list, the center will notify the family by phone. If the family cannot be reached by phone, then a letter will be sent to the address listed on the application. The family must respond within 5 days of the postmarked date. If no response is made, the family is returned to the waiting list with the comment stating that contact was attempted by phone and mail and no response was received.

The documents required for enrollment include:

- Income documentation (see definition above for income eligibility criteria)
- Child’s shot record with a current TB
- Documentation of family size (see definition above for family size documentation)
- Child’s current physical (must be within one year)

§ 18107. Residency Requirements.

- (a) In addition to other applicable eligibility requirements as specified elsewhere in this Division, to be eligible for childcare and development services the child must live in the State of California while services are being received.
 - (b) Any evidence of a street address or post office address in California will be sufficient to establish residency. A person identified as homeless pursuant to section 18078(h)(2) is exempted from this requirement and shall submit a declaration of intent to reside California.
 - (c) The governing board of any school district, community college or county superintendent of schools may accommodate children residing outside its district boundaries in accordance with Education Code section 8322(a).
 - (d) The determination of eligibility for childcare and development services shall be without regard to the immigration status of the child or the child's parent(s), unless the child or the child's parent(s) are under a final order of deportation from the United States Department of Justice.
- NOTE: Authority cited: Section 8263, Education Code. Reference: Section 8263, Education Code

During the enrollment meeting, the family is certified. An admissions agreement for services is completed by CDC staff, signed and dated by parent and staff. A Notice of Action (NOA) is issued after certification. A NOA is issued when:

- Certification is completed
- Recertification is completed
- Changes are made that affect need, fees and eligibility occur
- The family is to be terminated from the program
- The NOA gives parents the right of appeal
- Family fee is delinquent

RIGHT TO APPEAL

If you do not agree with the agency's actions as stated in the Notice of Action, you may appeal the intended action. To protect your appeal rights, you must follow the instructions described in each step as listed on page two of the Notice of Action. If you do not respond by the required due dates or fail to submit the required appeal information with your appeal request, your appeal may be considered abandoned. Also, see the parent appeal information at:

<https://www.cde.ca.gov/sp/cd/ci/parentappealinformation.asp>

CONTINUATION IN THE PROGRAM

- **Notification of changes** –Parents must notify agency of changes in family income, family size, or need for services within **5 calendar days of the change**.
- **Payment of Parent Fees** – Parent fees are due by the 1st of each month.
- **Abide by Agency Policies, Procedures and Program Requirements**

FAMILY FEE

Families will be assessed either a flat monthly full-time fee or part-time fee, based on hours of care certified for the month, income, and family size. Families with a certified need of less than 130 hours per month will be assessed a part-time fee while families with a certified need of 130 hours or more per month will be assessed a full-time fee. The agency can charge a part-time fee or the cost of care fee (calculated by multiplying the days of enrollment by the rate), whichever is less, depending on the number of hours of certified enrollment for the month. The Standard Reimbursement Rate may be used

to determine actual cost of service for center-based programs. The assessment of the family fee is based on a family fee schedule issued by the California Department of Education.

The family fee is paid prior to service each month. No adjustment is made for excused nor unexcused absence. The Family Fee is assessed based on the family's child enrolled for the longest period of childcare, Family fees shall be considered delinquent after seven (7) calendar days from the date the fees were due. A Notice of Action shall be issued for delinquent family fees.

Childcare services shall be terminated two (2) weeks from the date of the Notice unless all delinquent fees are paid before the end of the two (2)-week period for NOA appeal. Upon termination of services for nonpayment of delinquent fees, the family shall be ineligible for childcare and development services until all delinquent fees are paid. The program shall accept a reasonable plan from the parent(s) for payment of delinquent fees. Childcare services shall continue to be provided to the child, provided the parent(s) pays current fees when due and complies with the provisions of the repayment plan.

The fee for the initial certification is due upon enrollment. For new family fees due as the result of recertification and update to the family file, a NOA must be issued to the family showing the new fee to be imposed and contain an effective date either 14 or 19 calendar days after service of the NOA, depending upon whether the NOA was personally served or mailed to the family. The fee is due on the first of the month following the effective date of the NOA.

When the initial enrollment is not on the first day of the month, the contractor can assess a fee based on certified hours for partial month and another fee for each subsequent month based on certified hours as documented in the application for services. For example: a family works 40 hours per week or full-time; and their initial enrollment date is May 20, for the month of May, the family will utilize less than 130 hours. In this example, the family will be assessed a part-time fee for May and a full-time fee for each subsequent month of service. If a new family fee is assessed, the fee will become effective on the first day of the month following the issue date of the NOA.

Family fees are due prior to enrollment and are based on family income and size. Payments are due in advance monthly on the 1st or we do provide a payment option of splitting the tuition in half with it due on the 1st and 15th of the month. **We accept tuition only by check or money order; we do not accept cash payments.**

Credit for Fees Paid to Other Service Providers:

This section shall apply to childcare and development services provided by someone other than the contractor:

- (a) When a contractor cannot meet all of a family's needs for childcare for which eligibility and need as specified in Education Code Section 8263(a)(1) and (a)(2) have been established, the contractor shall grant a fee credit equal to the amount paid to the other provider(s) of these child care and development services.
- (b) The contractor shall apply the fee credit to the family's subsequent fee billing period. The family shall not be allowed to carry over the fee credit beyond the family's subsequent fee billing period.
- (c) The contractor shall obtain copies of receipts or cancelled checks for the other childcare and development services from the parent. The copies of the receipts or cancelled checks shall be maintained in the contractor's fee assessment record.

VACATION CREDIT (for private pay only)

Vacation credit is earned within the yearly period of your anniversary date. The number of vacation credit days earned will depend on your child's regular schedule: Full-time, 5 days = 10 days a year; 3 days = 6 days a year; and 2 days = 4 days a year. A maximum of ten (10) days of vacation credit per year is allowed with a two (2) week written notice request submitted to our office for children in childcare.

MAKE-UP ATTENDANCE

Make-up days for absences are **NOT** permitted. No credit will be given for missed days. You are responsible for tuition whether or not your child attends on his/her scheduled days.

TERMINATION POLICY

We may drop the child from the program for the following reasons:

- Child's immunizations are not kept up to date.
- Current physical is not on file.
- Child is absent **from school for more than 10 Days** and the CDC has not been notified.
- **Rude, malicious or disruptive actions toward staff, parents, or children by the parent or designated representative (profane language, unwarranted use of social media, threats, destroying property, etc).**
- Unreasonable demands made of staff regarding the care of an individual, which is inconsistent with the CDC's policies, philosophy, or current child development practices, and is not in the best interest of the child.
- The child is in danger of harming himself/herself or other adults and children in the CDC (aggressive behavior, hitting, biting, or any other behavior that injures other children, adults and materials in the environment.
- Failure to meet subsidy requirements.
- Failure to pay parent fees.
- Knowingly using incorrect or inaccurate information to obtain a benefit that they would otherwise not be entitled to receive.
- Child is not picked up on time according to their contracted hours.

PROGRAM POLICIES

ATTENDANCE & ABSENCE POLICY

Sign-in/out: As required by law and for the safety and supervision of the children and for program fiscal accountability. The parent or other authorized adult must enter the time of arrival and departure on the sign-in/out sheet using full signature. **It is a licensing requirement that you sign your child in, using your full legal signature, no initials.** Each child must be signed in and out daily.

Please call your child's teacher if your child will not be attending school that day. Please make sure your child attends the program every day, unless they are ill or there is an emergency, in order for your child to fully benefit from the program.

Absences shall be excused for the following reasons: (Education Code 8208)

1. Illness or quarantine of the child, parent/guardian, or sibling of the child.
2. Family emergency.

A family emergency shall be considered to exist when unforeseen circumstances cause the need for immediate action, such as may occur in the event of a natural disaster or when a member of the child's immediate family dies, illness of a sibling, an accident or is required to appear in court. Family emergencies may include any housing, food, transportation, medical, employment, legal, personal or financial situation that significantly disrupts the life of the family.

3. Ordered Visitation - To spend time with parent or relative as required by a court of law. (Court Order MUST be on file with us).
4. Best Interest Days - Time spent with a parent/guardian or other relative as required by a court of law or which is clearly in the best interest of the child.

An absence shall be considered to be in the best interest of the child (e.g. special time spent with the child's parent/guardian or other relative, religious activities, family vacation). Best interest days are limited to 10 per contract year (July 1 to June 30).

Any absence due to a reason other than the above, or without the required verification, shall be considered an unexcused absence. Except for children who are recipients of protective services or at risk of abuse or neglect, excused absences in the best interest of the child shall be limited to 10 days during the contract period.

Unexcused absences include:

- Child did not feel like coming to school
- Woke up late (parent or child)

After three unexcused absences during the year, the teacher will contact the parents/guardians. After ten unexcused absences, children may be removed from the program in order to accommodate other families on the waiting list for admission.

LATE PICK-UP

It is important that you stay within your contracted hours, as our ratios are based on the hourly schedule of children in each classroom. Picking up your child on time is even more critical if your child is in a half-day program or scheduled until closing, as our teachers are only scheduled during actual class times. We will attempt to call the numbers on your child's emergency card and emergency information form. If after 30 minutes we are unable to reach one of the designated individuals on these lists to pick up your child(ren), the police department may be called. Persistent late pick-ups could result in your child being dropped from the program.

DROP OFF/PICK-UP POLICY

Only persons authorized by contracted parent(s), in writing, may pick up the child. Parents need to advise the school in advance, in writing, if a person not listed on the enrollment form is to pick up a child. The contracted parent is the only person who can add or delete persons from the emergency contact list and emergency card. If a contracted parent does phone the school to inform us of a change in pick-up, the calling parent's driver's license number may be required to verify it is the parent calling. Parents should advise other authorized persons to bring their driver's license with them to pick up child. Child will not be released to a person who is not on the authorization form, site supervisor and parent will be contacted immediately. A child may not be released to a sibling or anyone else under the age of 18 years, unless he or she is the parent of the child. Teachers have the right to refuse to allow the child to leave with the designated representative if they feel the child would be endangered.

Upon arrival, you are to escort your child into the building and ensure that the teacher knows your child is there. **Children are not allowed to be outside or in the lobby by themselves, at any time. Children are never to be left unattended in a vehicle.** It is illegal to leave a child under 6 years of age in a vehicle without a person at least 12 years of age if there are conditions that pose a threat to the health or safety of the child; or if the vehicle is running and/or the keys in the ignition. As mandated reporters we are required to report violations of these vehicle codes (Kaitlyn's Law - vehicle code #15620). Vehicles must be parked in designated areas only, not along fence lines, and it is discouraged to leave your vehicle running.

CAR SEAT LAW

Effective January 1, 2017 - Children under 2 years of age shall ride in a rear-facing car seat unless the child weighs 40 or more pounds **OR** is 40 or more inches tall. The child shall be secured in a manner that complies with the height and weight limits specified by the manufacturer of the car seat.

BITING POLICY

One of our primary goals is to provide a safe and loving learning environment for children. When a biting incident occurs, there are many upset feelings. When it does occur, we take it very seriously and try to find the reason why the child bit and try to extinguish the behavior as quickly as possible and assist in developing positive social skills.

Biting is not uncommon. It causes more upset feelings than any other behavior in group settings for young children such as learning centers and day cares. Parents of the child who was bitten, parents of the child biting, and their teachers all want the behavior to end as quickly as possible. As we know, young children up to two years of age learn through mouthing objects and people. Typically, this does not continue after the age of three.

Why do children bite? Children will bite for many different reasons. Some of them include:

1. Experimental biting,
2. Teething discomfort,
3. Becoming independent,
4. Is using muscles in new ways,
5. Is learning to play with other children,
6. Is frustrated in expressing his/her needs or wants, or is threatened by new or changing situations such as a mother returning to work, a new baby, or parent is separating.
7. Environmental stress
8. Spatial Awareness

When a child bites another child, we will:

1. Intervene immediately
2. Help the child who was bitten
3. First aid as needed
4. Talk briefly to the child who bit and remove the child from the situation for a brief period of time. We tell the child in a calm but firm voice, "No biting, biting hurts." Or "when you bite people, it hurts them. S/he's crying."
5. Reinforce positive behaviors
6. Notify parents of all children involved. We will not share the names of the children to protect the privacy of all families.
7. Chart behavior, times and situations leading up to incidents.
8. Mandatory weekly meetings with family, classroom staff, and supervisor.
9. Assign a person to stay/shadow the child while using all of these techniques; most children resolve the biting behavior.

If the biting continues, we will:

1. Suspend biter from program for 3 days after 5 bites.
2. Should this continue without improvement, we must take further steps to ensure the safety of the children in our care. We may require that the child that is biting find another learning

environment that will meet his/her individual needs or refer the child to a childcare professional to help with this behavior.

BEHAVIORAL SUPPORT

Corporal punishment, psychological abuse and coercion are prohibited under any circumstances. There will be no spanking of children at the CDC by staff members, parents, or parent representatives. Verbal threats and use of sarcasm are also prohibited. Discipline/guidance is dealt with utilizing a developmental approach. We attempt to use preventive discipline by making sure children are supported by staff. Young children are not disciplined but encouraged to express themselves through gesturing and verbal cues. Redirection is a method used to encourage the child to a play area or situation that is not as overly stimulating as the area they are currently playing in. Behavior that is dangerous to the health and safety of other children or staff, or behavior requiring an inordinate amount of staff time must be and will be dealt with immediately and documented. The parent(s) will be contacted and the staff and parent(s) partner together to develop strategies for dealing with the behavior, developing a plan to be used at home and school to provide consistency in follow-through. Ongoing review of the child's progress will determine suitability of the plan and the need for possible referral for family counseling. In extreme situations, and as a last resort, behavior may lead to dismissal from the program.

To protect all of the children from being injured, rough housing (wrestling, play fighting, etc.) is not permitted. Although we know many children like to participate in rough and tumble play, teachers will discourage this type of play. The steps that will be taken to minimize rough and tumble play are:

- Step 1: Teachers will discuss with the children before going outside about keeping their hands and feet to themselves
- Step 2: Teachers will intervene - Reminding children of the rules
- Step 3: Teachers will redirect children to a more appropriate activity
- Step 4: Teachers will involve parents to work with them to help children develop more self-control
- Step 5: Teachers will involve site supervisor for modification (staffing/environment/scheduling)

PHYSICALLY AGGRESSIVE BEHAVIOR POLICY

Children act out for many reasons and careful observation is necessary to guide our effective and appropriate intervention. Our goal is to limit or eliminate the use of suspension, expulsion, or other exclusionary measures. We will take the time necessary and observe all that is happening prior to the occurrence of the incident. We will reinforce all positive behavior from the child and provide positive guidance. However, if the physically aggressive behavior (biting, hitting, kicking, throwing toys, etc.) continues, the following steps will be taken:

- Step 1: Teacher and parent will meet regarding the incident
- Step 2: Conference will be held with the parent, teacher and site supervisor and an action plan will be developed.
- Step 3: Staff will assist the family as the child is referred to outside agencies for support.
- Step 4: Enrollment times may be adjusted as the staff and family work together to help the child regulate inappropriate behaviors.

As last resort, after all other interventions have been exhausted, termination could result if behavior continues, depending on the severity of the situation.

Our behavior policy complies with federal and state civil rights laws.

HEALTH & SAFETY POLICIES

NUTRITION

The CDC emphasizes good nutrition and food is prepared only at the facility. Food is prepared by our staff in accordance with guidelines established by the Child Care Food Program of the Department of Education. Children are encouraged to try a variety of new foods as well as customary foods prepared in new ways. We view our mealtime as a learning experience for the children. Our staff models appropriate table manners. The CDC serves breakfast, lunch, and an afternoon snack following the USDA meal patterns.

Holidays will be viewed as an educational component based on the culture of each classroom, (Ex: Christmas, Easter, Valentine's Day). No candy or party goods/foods are to be brought into the classrooms. We are trying to model healthy nutrition for our children. In accordance with this policy:

- Children will prepare some of their own foods.
- Children are not allowed to bring food from home unless on a restricted diet.
- Children on special diets or with food allergies must have the doctor's instructions on file in our office.
- During special occasions (i.e. birthdays), we prefer parents bring in a healthy treat (fresh fruits or vegetables, granola bars – no chocolate coating, string cheese, etc.). If food is brought in it must be in the original packaging from the store; no food prepared at home is allowed. For additional suggestions discuss with your child's teacher.
- Staff do not offer children younger than four years these foods: hot dogs, whole or sliced into rounds, whole grapes, nuts, popcorn, raw peas and hard pretzels, spoonful of peanut butter, or chunks of raw carrots or meat larger than can be swallowed whole.
- Staff cut foods into pieces no larger than ¼ inch square for infants and ½ inch square for toddler/twos, according to each child's chewing and swallowing capability.

HEALTH & SOCIAL SERVICES

Our center has developed strong relationships with health and service agencies that serve our communities. During the parent education component of our PAC meetings, supervisors schedule guest speakers to educate parents on specific topics and build an awareness of the services available. Please let the site supervisor know if you need information regarding services available or would like us to make a referral. Specific services are not listed here as they vary between Fresno and Kings Counties.

EMERGENCY CARDS

Emergency cards must be kept up to date in case your child becomes ill or injured at school. Failure to keep the center informed or to provide current emergency contact information could result in your child being dropped from the program. Only the contracted parent(s) may add or delete individuals from their child's emergency cards and emergency contact information.

STAFF HEALTH & SAFETY REQUIREMENTS

All staff members are required to complete a physical examination, TB, MMR, Tdap, and Flu shot prior to employment and must have official fingerprint clearance through the Department of Justice and the FBI as a condition of employment.

The ratio of children to adults is 1:8 (one adult to every eight children). However, since we are a lab school, the ratio is lower at times due to lab students being on site. Lab school students are not used to meet the 1:8 ratios. The lab school students are required to have a MMR, Tdap, Flu shot and TB test prior to being in the classroom, but not a fingerprint clearance. With this in mind, students are **never allowed** to supervise or interact with a child accept under the direct supervision of a lead teacher.

DAILY HEALTH CHECK & ILL CHILD POLICY

We are not equipped to care for sick children; therefore, only children in good health will be allowed to attend the CDC. Children will be given a health check by their teacher upon arrival, especially during head lice season. **Please ensure your phone numbers are up to date.** Below is a list of guidelines for ensuring our center remains free of contagious illnesses:

- Parents will be notified if their child becomes ill at school. The child will be monitored by staff until parent comes for the child. All parents are expected to have a phone number on file where they can be reached immediately. In the event of staff being unable to reach parents, emergency procedures of contacting a physician or 911, depending on severity of illness or injury, will be followed and the parent will be notified as soon as possible.
- Children with any symptoms of fever, runny nose with colored mucous, rash, lice or nits, eye infection, cold, vomiting, persistent hacking or congested cough, diarrhea, or any other symptoms should not come to school and will be sent home.
- **ZERO TOLERANCE FOR HEAD LICE OR NITS, (DEAD OR ALIVE), CHILDREN WILL NOT BE READMITTED TO THE CLASSROOM WITHOUT BEING CHECKED AND CLEARED BY STAFF.**
- Your child must be free of fever, vomiting or diarrhea for **AT LEAST 24 HOURS BEFORE RETURNING TO SCHOOL. This means if your child becomes ill at school and we send them home, they should not be back at school the next day (24 Hour Rule applies).**
- Knowledge of exposure to a communicable illness must be reported to the site supervisor or authorized person. A child may be readmitted to the school following an illness with the approval of the site supervisor. A doctor's note may be required for an illness lasting longer than 3 days. Knowledge of exposure to a communicable illness must be reported to the site supervisor or authorized person. A child may be readmitted to the school following an illness with the approval of the site supervisor. The doctor's note must include when the child can return to school.
- The Center will post a notice for parents, that their child has been exposed to a communicable disease. The notice will include symptoms of the illness. Names of the children with the disease are held in confidence and not included in the notice.
- If your child is allergic to certain foods, such as dairy products, etc., a note from your doctor must be kept on file, (specifics will be discussed with site supervisor).
- Failure to follow illness policies may result in your child no longer being able to attend school. The CDC staff confers with local and state agencies regarding health and developmental issues of children during their preschool years and reference material regarding resources in our area are available in the office.

IMMUNIZATIONS

For the health and safety of all children in the program, it is important that children are kept current on their immunizations. As of January 1, 2016, a child will not be exempt from immunization for medical, religious, and philosophical reasons; however, an unimmunized child will be excluded from the program if there is an outbreak of a disease until the risk of contracting the disease is over. A physical will be required yearly for each child.

MEDICATIONS

- Prescribed medication may be administered at the school, only if a medication form is filled out and signed. **Prescription and over-the-counter medication is only administered if accompanied by a doctor's note with instructions and original label on prescription bottle and a completed medication form.**
- Medication shall be kept in a safe place, such as a locked cabinet and inaccessible to children. The medication should be labeled with child's first and last name, the date the prescription was filled,

the child's health care provider, the expiration date of the medication, instructions, the name and strength of the medication, and how to store it.

- Medication shall be kept in a safe place, inaccessible to children with child's name on label. Any medication left at the school over 5 days will be returned to the parent or discarded by the center staff. Only emergency response medications (e.g. inhalers, Epipen) will be held on site beyond 5 days.
- Medication forms are located in the classrooms. Please give the completed form to your child's teacher.
- If your child uses an **Epipen or inhaler of any type**, there are special requirements that need to be met before we can administer treatment. Please meet with site supervisor for additional information. Epipen training is provided by Health Care Linkages.
- Sunscreen and/or insect repellent are applied by parents before bringing children to school. The playgrounds have large trees that provide natural shade, have covered patios and shade canopies to ensure children have access to adequate amounts of shade.
- No medication is to be left in a cubby or in a backpack by the parent.
- Each center has an Incidental Medical Services binder required by Community Care Licensing.

INJURIES

If your child is injured at school, your child's teacher will complete an "Incident Report." An injury report is completed for all injuries and a copy will be provided to you for your signature and a copy submitted to our office. An injury report may also be completed if your child comes into the program with an injury. If the injury requires medical care, you will be provided an "Unusual Incident" report in addition to the regular incident report. In addition, you will receive a copy of our insurance. Our insurance is secondary. In order for the insurance to be applied you must submit it to the medical attendant. If you fail to submit the insurance at the time of services, you may have difficulties with payments. If you are provided with an unusual incident report, your child cannot return until seen by the doctor. Unusual incident reports are only good for 48 hrs. after the accident.

EMERGENCY PREPAREDNESS

The CDC routinely conducts monthly earthquake, lock down, and fire drills. Evacuation procedures are planned and posted at the entry of each classroom and in the lobby. Drills are conducted throughout the year, and are documented for fire, health, and licensing officials. If we are evacuated by emergency personnel, and by law we are required to follow their direction and procedures.

Buildings are secured with ADT. There are cameras in the parking lots.

NO SMOKING POLICY

In accordance with State law smoking is prohibited on the premises of the CDC.

GENERAL POLICIES

DRESS CODE

Please send your child to the CDC in sturdy washable clothing as children do get dirty. Children should be dressed weather appropriately to allow for outside play. Tennis shoes are preferred, however, shoes must be slip resistant, closed toed, have a strap on the back, and be conducive to weather and play.

Children will not be allowed to remain at school without the proper type of footwear. All items of clothing such as: jackets, sweaters, hats, etc., should be marked with permanent ink or an identification label. The school will not be responsible for any lost clothing. (Please provide a change of clothing.)

NAPPING

Napping is a quiet time for children, typically 2 -2.5 hours. Children are encouraged to fall asleep naturally. If an older child does not sleep during naptime, they will be offered books or quiet activities on their cots. Rooms are kept semi-dark for sleeping. Bedding is washed weekly, and blankets need to be small enough to bag easily for storage and will be laundered by parents weekly. No pillows are to be brought because of storage space.

TOILETING

Children that are not potty trained, parents are responsible to provide enough disposable diapers and wipes to keep child clean and comfortable. No cloth diapers are allowed. This will be coordinated between you and your child's teacher. Staff is not responsible for washing soiled clothing, or cloth diapers. Such items will be placed in a plastic bag and placed in the child's cubby. Please send at least two sets of labeled clothing. The child shall be introduced to toilet training if the parents feel their child is ready. Staff will check children for signs of wetness or feces upon waking from nap and a minimum of every two hours. The children will be changed if wet or soiled in the designated changing area that is located at least three feet from other areas that children use. Families of children not potty trained will meet with the site supervisor upon enrollment to develop an action plan to achieve the desired goal.

FIELD TRIPS/WALKING EXCURSIONS

We do not take field trips that require transportation; however, we believe it is important for children to be aware of their community. As part of our program, we do provide walking excursions, weather permitting, with a ratio to be determined by age and group of children. Walking locations are determined by center site supervisor and may include trips to the fire station, police station, post office and businesses in the community. Parents will be required to complete a permission slip for off-campus excursions. Ratios are to be no less than 1 to 6. Beginning September 1, 2016 all volunteers that will be offering Care or Supervision of children need to be immunized.

CONFIDENTIALITY

Parents are assured that all files and any information they discuss with their child's teacher or any staff member regarding their child, family matters, or any other matters will be held with the strictest confidence. As a reminder, private issues need to be presented "in private" to your child's teacher or management staff.

CHILD ABUSE REPORTING

The welfare of all children is of concern to all adults in the CDC. Our staff by law (Section 11166 of the Penal Code) are mandated reporters of child abuse and neglect. Parents need to be aware and need to report to staff any situation or conditions that may affect the welfare of any child.

Section 101200 (b, b1 and c) Title XXII

- (a) The Department or licensing agency has the authority to interview children, or staff, and to inspect and audit child or childcare center records, without prior consent.
 - (1) The licensee (center) shall make provisions for private interviews with any child(ren), or any staff member; and for examination of all records relating to the operation of the childcare center.
- (b) The Department or licensing agency has the authority to observe the physical condition of the child(ren), including conditions that could indicate abuse, neglect, or inappropriate placement.

We are mandated reporters; however, we are also a support system for the child and family. As stated by guidelines from Child Protective Service, and our yearly online trainings, if incidents are suspicious; the first step is to document the situation. The next step would be to decide if it is something that is to be reported to CPS immediately or confer with the site supervisor. Child Protective Service is also

available to answer any questions you may have. Additionally, we do not want to overreact, but we do not want to leave children in a potentially unsafe environment. **Use your best judgment.**

Accusations of staff abusing or neglecting children would include the following steps:

- Verbal communication
- Written warning
- Administrative leave while investigation is in progress
- Termination or disciplinary action taken based on results of investigation

GRIEVANCE/COMPLAINT PROCEDURES

If a problem or concern is identified, your child's teacher is your first contact. If it is not resolved at this level; the site supervisor is available for consultation. Please do not take your concerns regarding classroom issues to the office personnel at the center or district office, as their main function is enrollment and billing. If you still have concerns you may contact the District Program Director, Conne Cleveland at 934-2383. If the internal process is unsatisfactory to you, then Dr. Kelly Cooper, Vice-Chancellor of Educational Services and Workforce Development at the District, 559-934-2213 is your contact. All concerns need to be identified and addressed internally prior to them being forwarded to the District. We welcome your input to our program.

UNIFORM COMPLAINT PROCEDURES

It is the intent of West Hills College Child Development Centers to fully comply with all applicable state and federal laws and regulations. Individuals, agencies, organizations, students and interested third parties have the right to file a complaint regarding West Hills College Child Development Centers' alleged violation of discrimination (Ed Code sections 200 and 220 and Government Code section 1135) in any program or activity funded directly by the State or receiving federal or state financial assistance.

Complaints must be signed and filed in writing with the State Department of Education.

Early Learning and Care Division
UPC Complaint Coordinator
1430 N Street, Suite 3410
Sacramento, CA 95814

If the complainant is not satisfied with the written decision of the California Department of Education, remedies may be available in federal or state court. The complainant should seek the advice of an attorney of his/her choosing in this event. Uniform Complaint Procedures Brochure available by request.

HARASSMENT POLICY

As part of West Hills Community College, the CDCs follow the Prohibition of Harassment Policy AP3430 adopted by the Board of Trustees. Policy AP3430 includes all forms of harassment:

- Sexual - unwelcome sexual advances, requests for sexual favors, or other conduct of a sexual nature
- Verbal - inappropriate or offensive remarks, slurs, jokes or innuendoes based on a person's race, gender, sexual orientation or other protected status
- Physical - inappropriate or offensive touching, assault, or physical interference with free movement
- Electronic and Social Media

Harassment by staff, parents, or other individuals delegated by parents to assist with the care of their child (other family members, friends, babysitters, etc.) is not tolerated by the CDC administration. The full West Hills Community College harassment policy can be viewed at:

http://westhillscollge.com/district/about/board_trustees/policies/documents/AP3430ProhibitionofHarassment.pdf

PARENTS' RIGHTS

We invite parents to come visit their child’s classroom. Upon identification, parents have the right to enter and inspect the CDC without notice to center’s staff. Parents will be denied access to the CDC in the event of the following:

- The parent is behaving in a manner, which poses risk to staff or children in the facility and/or
- The facility has legal documentation, which prohibits non-custodial parent contact with child.

Information regarding the child will only be shared with the parent(s) of record and are documented through the child’s paperwork. (See copy of Parents Rights below)

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

PARENTS' RIGHTS

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

1. Enter and inspect the child care center without advance notice whenever children are in care.
2. File a complaint against the licensee with the licensing office and review the licensee's public file kept by the licensing office.
3. Review, at the child care center, reports of licensing visits and substantiated complaints against the licensee made during the last three years.
4. Complain to the licensing office and inspect the child care center without discrimination or retaliation against you or your child.
5. Request in writing that a parent not be allowed to visit your child or take your child from the child care center, provided you have shown a certified copy of a court order.
6. Receive from the licensee the name, address and telephone number of the local licensing office.

Licensing Office Name: Dept. of Social Services - Community Care Licensing
 Licensing Office Address: 770 E. Shaw, Suite 330, Fresno, CA
 Licensing Office Telephone #: 559-243-4580

7. Be informed by the licensee, upon request, of the name and type of association to the child care center for any adult who has been granted a criminal record exemption, and that the name of the person may also be obtained by contacting the local licensing office.
8. Receive, from the licensee, the Caregiver Background Check Process form.

NOTE: CALIFORNIA STATE LAW PROVIDES THAT THE LICENSEE MAY DENY ACCESS TO THE CHILD CARE CENTER TO A PARENT/AUTHORIZED REPRESENTATIVE IF THE BEHAVIOR OF THE PARENT/AUTHORIZED REPRESENTATIVE POSES A RISK TO CHILDREN IN CARE.

For the Department of Justice "Registered Sex Offender" database, go to www.meganslaw.ca.gov

LIC 886 (5/08)

(Detach Here - Give Upper Portion to Parents)

**ACKNOWLEDGEMENT OF NOTIFICATION OF PARENTS' RIGHTS
(Parent/Authorized Representative Signature Required)**

I, the parent/authorized representative of _____, have received a copy of the "CHILD CARE CENTER NOTIFICATION OF PARENTS' RIGHTS" and the CAREGIVER BACKGROUND CHECK PROCESS form from the licensee.

Name of Child Care Center

Signature (Parent/Authorized Representative)

Date

NOTE: This Acknowledgement must be kept in child's file and a copy of the Notification given to parent/authorized representative.

For the Department of Justice "Registered Sex Offender" database go to www.meganslaw.ca.gov

LIC 886 (5/08)

CHILDREN'S RIGHTS

No person may threaten or enact corporal punishment on a child. We respect the child as an individual with unique qualities and developmental abilities.

PHOTOS

West Hills College Child Development Centers (WHC CDC) are committed to protect the privacy of our children, families and staff. In keeping with this commitment, candid pictures of children, parents or staff taken at any of our centers (in the classroom or in the outside environment) **are not allowed** to be shared through any social media (e.g. Facebook, Instagram, Snapchat, LinkedIn, MySpace, etc.). Families choosing not to follow this policy could jeopardize their child's enrollment in the program. At times, WHC CDC will use candid pictures of children in the program on our website or newspaper articles; however, the center will obtain written consent of the parent during the enrollment procedures.

INFANT/TODDLER PROGRAM DESCRIPTIONS

The development program for infants is unique to the stages of development of infants. Teachers working in the infant program must have education in the area of infant development, infant care, infant policies and procedures, and daily practicum. The focus is on the development of the whole child (physical, cognitive, social, emotional, creative, health, communication, and nutrition). This educational background also offers teachers a variety of ways to provide the best possible care to meet the individual needs of the infants through careful planning and implementation. There will always be a qualified infant/toddler teacher on duty. On-the-job training will be provided for infant care staff. The staffing ratio of infants is always maintained at 1 adult for every 3 infants. A written Infant Toddler Service Need form will be completed with the parents prior to the infant/toddlers first day at the center and updated at least quarterly to assure accuracy. The plan will address toileting, feeding, sleeping, development and communication. An Infant Toddler Service Plan will continue to be completed until the child is potty trained. Staff will keep careful records on infant's individual feeding needs (e.g., is the child drinking breast milk, or formula, their food likes/dislikes, food allergies, food consistency, and the introduction to solid or new foods, cups, utensils. Nap time, diaper changes and bowel movements will also be recorded on the plan.

SCHEDULE/ENVIRONMENT

- Infants (0-12 mos.) are allowed to establish and maintain their own eating and sleeping patterns
- Infants and toddlers are supervised by sight and sound at all times during sleep and active periods.
- Infants (12-24 mos.) begin to transition to routine eating and sleeping patterns.
- The environment is safe and free of hazards (e.g., electrical outlets are covered, safety gates are installed, all furniture or equipment that could fall, be pulled over, or climbed on has been secured). All toys are age appropriate.
- Small objects (less than one inch in diameter) and food which can cause choking (e.g., grapes, hotdogs, corn, and peanuts) are not accessible to children under the age of two.
- The environment is designed so infants and toddlers can choose and use materials independently (e.g., toys on low shelves).
- Teachers ensure that toys, equipment, and other material which are safe for infants are not accessible to older groups of children, unless under close supervision.
- Separate functional areas for food preparation, feeding sleeping, playing and diapering are provided.

- Routines, activities, and materials are adjusted to the mood and energy changes of the infants, and toddlers.
- Sanitation procedures (hand washing, diaper changing, cleaning of bottle, pacifiers, nipples toys, equipment, and etc.,) for maintaining a clean and healthy environment are posted and followed by each teacher.

NUTRITION

The CDC emphasizes good nutrition and food is prepared only at the facility. Food is prepared by our staff in accordance with guidelines established by the Child Care Food Program of the Department of Education. Feeding will be coordinated between the parent, and teachers. Any changes in nutrition will be documented and updated quarterly or more often if necessary, on the infant/toddler needs service plan.

- The Program will provide only WIC approved formulas (at this time the WIC approved formula is Enfamil with Iron). Formula shall be stored and prepared in accordance with the label directions and labeled with the infant's name. If your child uses a formula other than this, then you will be required to fill out the "Declining Formula" form and ensure that your provided formula comes into the center in a manufactured sealed container.
- Parents are required to provide 4-6 unbreakable bottles, nipples, caps, etc. for their child's once their child enters the program. Parents will also provide replacement nipples, and bottle liners as needed.
- Breast milk needs to be stored in proper containers, labeled with the child's first and last name, the date the milk was pumped, the amount of milk, and the date you brought it to the center.
- Bottle fed babies will be fed at least every four hours or as determined in the Infant Toddler Needs Service Plan.
- Formula or Breast Milk can be warmed and must be discarded after two hours of sitting out.
- While feeding the infant, bottles will be held by a staff member. At no time will a bottle be propped up for an infant, nor placed in the crib with the infant. A mobile infant will not be allowed to walk around with their bottle.
- Infants will be transitioned off the bottle by 13 months of age.
- Food is prepared and served in a manner that is appropriate for the developmental level of the child (e.g., strained foods, food cut into little pieces, small utensils for eating and serving. Cereals, fruits and vegetables are typically introduced to infants between 4 and 7 months. However, teachers will work with parents for the introduction of solid and table foods.
- Infants are offered finger foods when developmentally appropriate, in accordance with the Infant Toddler Service Plan.
- The infant center will not serve honey, corn syrups, peanut butter, corn or citrus to any infant under the age of two.
- Teachers will sit and eat with the infants/toddlers while modeling appropriate behavior and using mealtime as a learning experience.
- Outside food, home baked items, candies, cupcakes etc., are not to come into the center.

NAPPING

Toddlers typically nap from 12:00 p.m. to 2:30 p.m. However, for infants, napping is based on their individual needs and development and could occur throughout the day. Please be quiet whenever

entering our infant classes. Upon enrollment you will complete an Infant Toddler Service Plan form which will address the individual needs of each child and will be updated 4 times a year or whenever a food, or routine changes. Rooms are kept semi-dark for sleeping. Bedding is washed weekly, and blankets need to be light weight (receiving blanket for infants over 12 months), enough to bag easily for storage and no pillows are to be brought because of storage space.

- If an infant arrives to the program asleep, or fall asleep, in equipment not specifically designed for infant sleep, the infant is removed and placed in a crib or a cot.
- Infants sleep according to their individual schedule.
- A standard size crib will be provided for each infant (under 1 year) who is unable to climb out of the crib. The mattress shall be set at the lowest position.
- Staff should ensure sides of crib are up and locked while infant is in crib.
- Sheets will be provided.
- Please do not bring the following to school: 1) Large, heavy blankets 2) Pillows or 3) Stuffed animals to place in the crib. Additional information on SIDS's will be provided.
- Infants are only placed in their crib during their sleep time.
- Infants are placed on their backs in the crib to sleep.
- After the infants are placed down for sleep, they are allowed to assume any comfortable sleep position when they can easily turn themselves from the back position. Infant's sleep is checked and recorded every 15 minutes.
- No jewelry allowed.
- NOTHING is allowed in the crib with a sleeping infant.
- Infants will be transitioned to a cot between 9 and 12 months of age.
- All bedding is stored separately and laundered weekly if not more often.
- Infants will be supervised at all times during rest periods/naps.

DIAPERING/POTTY TRAINING

For infants and toddlers not potty trained, parents are responsible to provide enough diaper and wipes to keep your child clean and comfortable. This will be coordinated between you and your child's teacher. Staff is not responsible for washing soiled clothing, or cloth diapers. Such items will be placed in a plastic bag and placed in the infant's cubby. Infants and toddlers need extra clothing during the day. Please send at least two extra sets of labeled clothing with your child. The child shall be introduced to toilet training if the parents feel their child is ready. Staff will check children for signs of wetness or feces when the child awakens and a minimum of every two hours and children will be changed if wet or soiled in the designated changing area that is located at least three feet from other areas that children use. Families of children not potty trained will meet with the site supervisor upon enrollment to develop an action plan to achieve the desired goal.

West Hills College Child Development Center Family Handbook

I, _____ have been instructed where to find the Parent Handbook available on the West Hills College Portal. I agree that it is my responsibility to read and understand the policies and procedures as stated in the agreement. I further understand and agree that I will be held responsible for the way in which I conduct myself while at the Child Development Center (CDC) or during CDC activities. I am aware that any information shared with the CDC staff, will be held confidential. If I have any questions or concerns regarding the information covered in this agreement, I will address them to the site supervisor or program director.

Parent's Name

Child(ren)'s Name(s)

Parent's Signature

Date