

# FAMILY HANDBOOK

A family's guide to the program's  
regulations and procedures



---

*"Building a Foundation for Learning"*

## YUBA COMMUNITY COLLEGE DISTRICT CHILD DEVELOPMENT CENTERS

**Marysville Preschool  
Yuba College**  
2088 North Beale Road  
Marysville, CA. 95901  
(530) 741-6966

**Marysville Infant/Toddler  
Yuba College**  
2088 North Beale Road  
Marysville, CA. 95901  
(530) 634-7738



**Program Office**  
2088 North Beale Road  
Marysville, CA. 95901  
(530) 749-3808

**Lake County Campus of  
Woodland Community College**  
15880 Dam Road Extension  
Clearlake, CA. 95422

**Woodland  
Community College**  
2300 East Gibson Road  
Woodland, CA. 95776  
(530) 661-5773

<b>Welcome Letter</b>	2
<b>Purpose Statement</b>	2
Objectives of the Child Development Program	2
Program Standards	3
Infant/Toddler Philosophy	3
Non-Discriminatory Statement	
<b>Admission Regulations and Procedures</b>	
Eligibility Criteria	4
Program Need Criteria	4
Private Pay	5
Enrollment and Waitlist	5
Schedule Changes/Withdrawals	6
Re-certification	6
Personal Changes that Require Reporting	6
<b>Program Regulations and Guidelines</b>	
Hours of Operation	7
Daily Schedule	7
Daily Sign-In and Sign-Out	7
Attendance and Absences	7
Best Interest Days (BID)	8
Excused Absences	8
Unexcused Absences	8
Leave of Absence	8
Family Emergency	8
Late Pick-Up Charges	8
Fees and Collections	8
<b>Appeal Process, Local Hearing and State Appeal</b>	
Appeal Information	9
Local and State Hearing	9
<b>Notification/Communication Procedures</b>	
Reasons for Termination	9
Confidentiality	10
Family Records	10
How to Resolve /Report a Complaint	10
Uniform Complaint Procedures	10
<b>General Health Check</b>	
Daily Health Assessment	10
Signs Observed	11
Pre-Admission Health History	11
Immunizations, TB Test, and Exemptions	11
Fact Sheet	
Administering Medication	12
Illness and Medication	12
Exclusion from Center for Health Reasons	12
Common Communicable Diseases	12

<b>Health and Safety Policies</b>	
Child Abuse Reports	13
Emergency and Disaster Policy	13
Electronic Devices	13
Hand Washing	13
Hand Washing Procedures	
Standard Procedures	14
First Aid Kits and Injury Reports	14
Diapering Protocols	14
Preparing to Diaper	14
Procedures for Diapering	14
Toilet Learning	15
Oral Hygiene	15
Water Play	16
Herbicide or Pesticide Use	16
Air Pollution	16
Outdoor Skin Protection	16
Field Trip and Walk Policy	17
Fire Arms	17
Pets and Pests	17
Clothing and Blankets	17
Rest Time	18
Nutrition and Meals	18
Infant/Toddler Procedures to Prevent Choking	18
Food Allergies	19
Resource Services Provided	19
<b>Discipline &amp; Guidance Procedures</b>	
Specific Guidelines for Teaching Staff	19
Positive Guidance	20
Child Plan for the Day	21
Biting Protocol	21
Toys	22
Guns and Violent Play	22
<b>Developmental Profiles</b>	
Request for Specialized Services	23
Student Teacher and Staff Qualifications	23
<b>Family and Community Involvement</b>	
Family and Community Involvement	24
Parent Advisory Committee-Meetings	24
Celebration of Holidays	24
Celebration of Birthdays	25
Special Events	25
Parent/Family Planned Events	25
Relationships with Parents/Families	25
Family Arrangements	26

## **Welcome to the Yuba College Child Development Center**

We are pleased you have chosen our child development program to be an important part of your child's growth and learning experience. It is our sincere desire that we work together in partnership towards the positive growth and development of your child.

This handbook is designed to provide you with the necessary information about our program so you and your family will have a positive and successful experience at the Yuba College Child Development Center. If, after reading this handbook, you still have questions or concerns, please feel free to share them with us.

Our program was created to provide a safe, nurturing, and educational place for children, parents, and students. The ongoing quality of our program is guaranteed by the excellent cooperation of committed parents and dedicated staff. We value your participation in the parent advisory committee, parent education classes, parent conferences, and day to day support.

We provide many opportunities to engage in conversations together during your time in the program. It is during these dialogues that we can share information which is so important to your child's success in the program; values, goals, or comments about your child's current interests are what make learning so valuable and effective. Therefore if a translator will support our ability to engage in these conversations please let us know, we have supports in place at each site to accommodate.

We are pleased to have you and your child in our program and look forward to a wonderful year together.

### **Purpose Statement**

The main objective of the Child Development Program / Lab School is to serve families of children on our college campus and in our community by providing an exemplary, developmentally appropriate early childhood program for children, families, college students and faculty through modeling best practices in the field of early childhood education.

The Yuba College Child Development Lab School follows the California State Foundations & Framework when planning activities/lesson plans for young children.

### **Objectives and Guiding Principles**

- Children construct understanding through active interactions with caregivers, peers, materials and events.
- Learning is sequential, building on prior understanding and experiences.
- Learning proceeds at different rates in each content area/domain; children will show a range of skills and understandings in any one area of development.
- Learning in each area is interconnected. Young children learn best through integrated, meaningful experiences.
- Learning is embedded in a culture. Children learn best when their learning activities are rooted in a familiar cultural context.
- Learning begins in the family, continues in early care and education settings, and depends on parent involvement and care giver guidance.
- All children have the potential to achieve learning outcomes with the appropriate supports and instruction.

### **Program Standards**

- Relationships foster belonging and encourage individual worth.
- Curriculum supports individual and group goals.
- Teaching supports exploration and personal development.
- Assessments are informed, systematic, and advance development.
- Health practices promote safety.
- Teachers are qualified and dedicated.
- Families are involved and respected.
- Community relationships support our goals.

- Physical environment is safe, well maintained, educational, and fun.
- Leadership and management work as a team to build a high-quality program.

### **Infant / Toddler Philosophy**

Daily routines are at the heart of infant / toddler care giving. They provide important opportunities for one-on-one interaction between the caregiver and the child during which both learning and the deepening of emotional bonds can take place. Program staff works diligently to maintain continuity of care for infants/toddlers in order to align with best practices set forth with Partners of Infant/Toddler Care (PITC). Our basic premise is that of early social-emotional growth and socialization and their application to the group care context. An emphasis is placed on the development of a nurturing relationship between the infant and caregiver. We address the importance of responsive caregiving, the individualization of care through an understanding of infant temperament, the critical role of family and culture in early identity development, and the stages of emotional development. We believe in the positive impact of responsive caregiving routines, well-designed learning environments, and individualized care has on the well-being and development of children from birth to three. Attention is also given to how the policies of primary care, small groups, continuity of care, individualization of care, culturally responsive care, and inclusive care of children with special needs provide the foundation for high quality infant/toddler care. We present the four P.I.T.C. domains of the infant's curriculum: physical development, social relationships, language development, and intellectual development. We have embraced PITC's view of infants as active, self-motivated learners. The perspective can be summed up in the following way: "All children are born wired for feelings and ready to learn" when provided nurturing relationships and a peaceful but engaging environment. We present the five keys that help infant/toddler care programs implement culturally responsive care and five keys infant care teachers can use to support their efforts to become more aware of their own and others' cultural perspectives as well as to work through cultural conflicts and misunderstandings.

### **Non-Discriminatory Statement**

#### **Federal Nondiscrimination Statement-**

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

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

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: [How to File a Complaint](#), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410; fax: (202) 690-7442; or email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

### **Admission Regulations and Procedures**

The Yuba College Child Development Program is required by the California Department of Education, Early Education and Support Division (EESD), to adhere to Funding Terms and Conditions in addition to all other applicable laws and regulations.

### **Eligibility, Need Criteria, and Documentation**

General Requirements:

To receive state subsidized childcare and developmental services, families must meet eligibility and need criteria as specified in Sections A and B that follow.

### **A. Eligibility Criteria**

Family must be income eligible. Families are required to provide documentation of “total countable income”, which may include, but is not limited to; gross wages or salary, tips, overtime, bonuses, public cash assistance, gross income from self-employment, disability or unemployment compensation, workers compensation, foster care grants, or other as specified in Title 5, section subsection q. 18084; Documentation of Income Eligibility.

The parent is responsible for providing documentation of the family's total countable income and the contractor is required to verify the information, as described below:

(a) The parent(s) shall document total countable income for all the individuals counted in the family size as follows:

(1) If the parent is employed, provide:

(A) A release authorizing the contractor to contact the employer(s), to the extent known, that includes the employer's name, address, telephone number, and usual business hours, and

(B) All payroll check stubs, a letter from the employer, or other record of wages issued by the employer for the month preceding the initial certification, or the recertification of eligibility for ongoing services, pursuant to Education Code section 8263(h)(1).

When the employer refuses or fails to provide requested documentation or when a request for documentation would adversely affect the parent's employment, provide other means of verification that may include a list of clients and amounts paid, the most recently signed and completed tax returns, quarterly estimated tax statements, or other records of income to support the reported income, along with a self-certification of income.

(3) If the parent is self-employed, provide a combination of documentation necessary to establish current income eligibility for at least the month preceding the initial certification, or the recertification of eligibility for ongoing services, pursuant to Education Code section 8263(h)(1). Documentation shall consist of as many of the following types of documentation as necessary to determine income:

(A) A letter from the source of the income,

(B) A copy of the most recently signed and completed tax return with a statement of current estimated income for tax purposes, or

(C) Other business records, such as ledgers, receipts, or business logs.

Child is a recipient of child protective services or foster care.

Evidence of California residency.

Evidence and documentation of family size. Single parents must provide evidence and documentation of single status. Single status must be updated every six months. Parent/guardian must provide child and sibling birth records and absent parent documentation (if parent is not in the home you must provide documentation of the relationship to child).

### **B. Program Need Criteria**

Need is established by meeting one or more of the criteria below:

1. Child has an open case with child protective services (CPS) or is identified as at-risk.
2. The parent (adoptive, biological, step parent, caregiver relative, legal guardian, domestic partner of the family as defined in Family Code section 297, or any other adult living with the child who has responsibility for the care and welfare of the child) or authorized representative is:
  - a. Employed or self-employed (including court ordered community service).

- Variable work schedules will be accommodated as per Title 5 regulation; §18086. (2)(d).
- b. Seeking employment
  - The family's period of eligibility for this purpose is limited to 6 months for each parent during the fiscal year: July 1<sup>st</sup> to June 30<sup>th</sup>.
  - Child services may not exceed thirty (30) hours per week, on average, and not to exceed 6 hours per day.
- c. Participation in vocational training leading directly to a recognized trade, paraprofessional, or profession. Class attendance, schedules, and grades are monitored.
  - The vocational training plan shall be reviewed by the contractor at the beginning of each semester, or quarter, to determine that progress is being made toward the vocational goal specified in the certification and eligibility documents.
    - Study time: Two (2) hours of study time is given for each unit per week, not including physical education (exceptions to P.E. criteria are based on coursework), ESL, (Services may be provided for classes related to the General Education Development (GED) test or English language acquisition if such courses support the attainment of the parent's vocational goal. Title 5: §18087 (6) (d) or non-unit bearing courses.
  - During condensed (summer) courses: Two (2) hours of study time will be given for every hour of class.
  - Online courses: Class time is allotted at one hour a week per unit.

The vocational training documentation in the basic data file shall include:

- The name of the school or organization where training is being received.
- Dates that current training activities will begin and end.
- A statement of the parent(s) vocational goal(s).
- The anticipated completion date(s) (month/day/year) of all required training activities to meet the vocational goal.
- A class schedule which includes:
  1. The courses in which the parent is currently enrolled.
  2. Day(s) and time(s) of the courses.
  3. Signature of the parent, along with the date the application was signed.
  4. Signature from Registrar and/or College stamp.
- A student parent guideline form must be signed.
- Grades, with grade point average of 2.0, or completion of training must be submitted from the previous semester, or term, in order to continue to be eligible for child care services.

**A class schedule which includes:**

- The courses in which the parent is currently enrolled.
- Day(s) and time(s) of the courses.
- Signature of the parent, along with the date the application was signed.
- A student parent guideline form must be signed.
- Grades, with grade point average of 2.0, or completion of training must be submitted from the previous semester, or term, in order to continue to be eligible for child care services.
- Signature from the Registrar or college stamp.

- d. Seeking permanent housing
  - The parent, guardian, or authorized family representative must provide a written declaration, signed under penalty of perjury, that the family is seeking permanent housing. The declaration shall include the parent's search plan to secure a fixed, regular, and adequate residence and shall identify a general description of when services will be necessary.
  - The family's period of eligibility for this purpose is limited to sixty (60) days per family during the fiscal year: July 1<sup>st</sup> to June 30<sup>th</sup>.
  - Child care services may not exceed thirty (30) hours per week.

- e. Incapacitated
  - Statement of incapacity (form CD-9606 is provided by the program office) must be completed and signed by a medical professional.
  - Child care services may not exceed an average of fifty (50) hours per week.

### **Private Pay**

If a family's gross monthly income, from all sources, is greater than the family fee schedule set by the CDE-EESD, families will be required to pay the full fee stated by the CDE guidelines. **Parents must give a two (2) week notice before terminating the child from the Child Development Center (CDC) program.** Charges for the final two (2) weeks will be collected regardless of attendance. The fee schedule will be explained upon enrollment.

### **Enrollment and Waitlist**

The enrollment process is as follows:

- A. All documents, as required by the California Department of Education, Community Care Licensing and Department of Agriculture, must be completed, signed, and submitted to the program office to determine eligibility.
- B. Our program will review the program wait list and contact families to ensure that they are still interested in enrolling their child into our program.

#### **Admission Priorities and Waiting List procedures are as follows:**

Families will be called three (3) times when a vacancy is available. If no contact is made, the family will be removed from the wait list. **Families have two (2) working days to pick up enrollment packet after contact is made.** If the appointment is missed, and the family does not call to re-schedule, removal from the wait list will result. Two (2) missed appointments will result in losing the enrollment opportunity.

1. First priority will be given to child protective services (CPS) referrals. Within this priority, children receiving protective services through the local county welfare department shall be admitted first.
  2. Second priority will be given to the siblings of enrolled children who are not in the part day preschool program.
  3. Third priority is to serve all children and families who are not within the first or second priority for admission. Families shall be admitted in accordance with family income, with the lowest per capita income admitted first. For purposes of determining the order of admission, public assistance grants are counted as income. When two (2) or more families have the same eligibility ranking, the family that has been on the waiting list the longest shall be admitted first. **Exception: Children of students attending Yuba Community College District shall be admitted first, in the order specified above.**
  4. You must continue to make satisfactory progress toward your professional or vocational goal, as stated on your Training Verification form, by successfully completing the course(s) for which child care services are provided. If your grade report indicates that you did not successfully complete the course(s) listed on your Training Verification form, or if your G.P.A. falls below a 2.0, your services based on your training, you will be placed on probation in the following semester and must make satisfactory progress or your family will be terminated.
- C. Parents or guardians will complete an application and return all completed documents to the program office at a scheduled appointment time.

#### **Additional required documents include:**

1. Birth certificates or birth records for every child in the family
2. A physical screening for the child being enrolled.
3. A recent TB test result for the child being enrolled. (Test must be dated no later than one year from the date of enrollment.)
4. Each parent or guardian must submit class or work schedules.
5. Each parent or guardian must provide one complete last 30 days proof of income for each adult member of the family that is claiming responsibility for the care and welfare of the child being enrolled. All income earnings must be reported to the program office. (See Funding Terms and Conditions for additional proof of income options).

- D. The enrollment process will include an orientation with the Site Supervisor and Master Teacher of the center to establish a family-staff relationship. At this time, staff will also provide important information regarding program policy/procedures to help make the transition to the center smoother.

### **Schedule Changes and Withdrawals**

Your child's schedule will continue from initial enrollment or re-certification for twelve months unless; the parent/guardian notifies the program office that their family income has decreased lowering their monthly family fee. At this time, a schedule change will be generated to note the change in fees.

See Assembly Bill (AB) 99, Chapter 15, Statutes of 2017, amended EC Section 8263 (h) as follows: (h)(1) Except as provided in paragraphs (2) to (4), inclusive, upon establishing initial eligibility or ongoing eligibility for services under this chapter, 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.

**The parent/guardian when withdrawing from the program must give a two (2) week notification. Families will be responsible for the full family fee until a notice of action is issued and the withdrawal date has occurred.**

- An exit form will be given to the parent/family/guardian upon notification of exiting the program to be returned to the Site Supervisor before the child's last day.  
(See form at back of Handbook)

### **Re-Certification**

All families are required to be re-certified once every twelve (12) months. Failure to recertify will result in termination from the program.

Recertification" means the formal process for completing an application for services and collecting information and documentation to determine that the family and/or child meets the legal requirements for ongoing receipt of subsidized child development services as specified in Education Code sections 8263(a)(1)(A) and 8263 (a)(1)(B). The signature of the authorized representative on an application for services certifies that the legal requirements have been met and documented.

### **Personal Changes that Require Reporting**

The parent or guardian must notify the center AND program office within five (5) working days prior to any changes to you:

- Home primary contact telephone number or home address –\_Need to continue services.
- Work phone number or work address
- Emergency contact information (A new emergency card MUST be updated)
- Physician, dentist, or other medical information
- Family status or family size.

## **Program Regulations and Guidelines**

### **Hours of Operation**

Center hours and field trip schedules vary from campus to campus. Hours of operation are included in your enrollment packet. Upon enrollment, parents will be given a copy of the annual child development program calendar.

Hours for the Yuba College Child Care Centers are:  
Marysville Infant/Toddler Program Mon-Fri 7:30am – 5:30pm



Marysville Preschool Program	Mon-Fri	7:30am – 5:30pm (Preschool hours: 9-12:00)
Lake County Preschool Program	Mon-Fri	7:30am – 5:30pm (Preschool hours: 9-12:00)
Woodland Preschool Program	Mon-Fri	7:30am – 5:30pm (Preschool hours: 9-12:00)

The Yuba College Child Development Program is closed on the following holidays/non-attendance days:

Labor Day	Veteran’s Day	Thanksgiving Day (2 days)
Winter Closure	New Year’s Day	Martin Luther King Day
Lincoln’s Birthday	Washington’s Birthday	Caesar Chavez Observance
Spring Break	Memorial Day	Independence Day
Convocation		

Parents/Families will be notified of the dates that the child development program will be closed for Staff Development Training, Yuba College vacation days, winter closure, and any other holidays as determined by the district. Parents will receive a Child Development Program Holiday annual calendar.

**Daily Schedule**

Information on children’s daily activity schedules, including information on learning themes, cultural diversity studies, and individual special interest topics, will be posted in your child’s classroom. Activity information will also be included in the parent newsletters and on an ongoing basis. To minimize the number of transitions a child experiences during the day, a newly enrolled child will be assigned to a specific classroom and a primary caregiver to be responsible for their care and wellbeing.

**Daily Sign-In and Sign-Out**

Daily sign-in and sign-out is required by Department of Social Services (DSS)/California Department of Education Early Education and Support Division (CDE-EESD). Exact time in, time out, and full legal signature must be recorded on a daily basis by a parent or guardian. Only after the daily health check and hand washing has been completed will your child be allowed to attend the center that day. Any authorized person who drops off or picks up your child must be eighteen (18) years of age and his or her name must be on file with the center staff and in the program office. Parents and authorized family members must be ready to show Identification as required prior to releasing child. If a parent/guardian forgets to sign their child in-a member of the staff will be notifying you to return to sign your child in for liability purposes. Accurate sign-in sheets are critical during an emergency evacuation, and to maintain the safety of the children.

**Attendance and Absences**

Children are expected to attend the center during all scheduled or contracted hours. It is very important that children arrive on time so that they do not miss important learning experiences and they have the best opportunity possible for a positive transition each day and a fun preschool/toddler experience. Research has proven that healthy friendships and bonds children form with their teachers have a positive effect on their overall learning outcomes; regular attendance impacts how and if these relationships are developed.

Parents are required to call the main office at each site if their child will be absent by 9:00 a.m. For your convenience, telephone voice mail is available 24 hours a day, 7 days a week, to report absences.

**After three (3) absences without notifying the center, a child’s enrollment will be terminated.**

The child development program must have a written record of the reasons for all absences. Absences must be completed and signed before your child may return to the program. Reasons for absences must be recorded on the child’s sign-in/sign-out sheet and must be signed by the parent or center staff after a phone call is received.

**Best Interest Days (BID)**

Best interest days are defined as: Days used for the social or emotional benefit of the child. (Examples include; visiting grandparents, parent does not have class, family vacation, visiting the other parent, or staying home with parent). Children may use ten (10) best interest days per fiscal year (July 1<sup>st</sup> to June

30<sup>th</sup>). Days used beyond ten (10) days will be considered unexcused and will lead to early termination from the program. Parents are expected to define Best Interest Days on sign in and out sheet.

### **Excused Absences**

The following reasons for absence will be excused; counseling appointments for the child, court ordered visitations (a copy of the court order specifying excused: child's visitation must be provided to the center) illness or quarantine of the child, parent or sibling illness, child's medical appointments; child's dental, and family medical or critical emergencies. The Program Director or Site Supervisor will interpret the reasons listed above which are clearly in the best interest of the child.

Parents or guardians may not use child care services for personal business for example: shopping, errands or doctor/dentist appointments. If your child is going to be absent from the program for the day you must call the main office clerical at your site no later than 9 a.m. in the morning. If you call during the night, you may call and leave the child's name, the date, and the reason for the absence on the machine and the clerical/teaching staff will record your child's absence on the sign in sheet.

### **Unexcused Absences**

After three (3) unexcused absences, without a phone call, your child will be dropped from the program.

### **Leave of Absence**

Leaves may be granted by the Program Director on a case-by-case basis. A Notice of Action is required before the leave begins.

### **Family Emergency**

An absence which falls under the category of family emergency includes, death in the family, no transportation (vehicle requires service or cannot access public transportation) or a natural event has occurred which poses an immediate safety concern.

### **Late Pick-Up Charges**

A late fee of \$5.00 will be charged for every five (5) minute increment that the family is late picking up their child(ren) after closing hours. Families will receive a statement at this time specifying the amount due. Fees are based on the time and the number of children (\$5.00 per child) picked up. **Late fees are due and payable before the child can attend their next day of enrollment.**

### **Fees and Collections**

All applicable fees are due prior to the first day of the month. Parents and guardians will be billed two (2) weeks prior to the first of each month. Checks or money orders should be made payable to Yuba College. Fees will vary based on program eligibility. Check your financial agreement for applicable fees. Fees will be due for fourteen (14) days after a parent or guardian discontinues childcare services and a cancellation notice is not given. Notice of Action for termination will result if payment is not received by the 1<sup>st</sup> of each month with a fourteen (14) day appeal process applicable. Fees determined uncollectible by the Program Director will result in a rescission of campus privileges such as; library use and transcripts. Returned checks for insufficient funds will result in a notice of action stating that services will be terminated if fees are not paid by cash, money order or credit card in the cashiers office within fourteen (14) days.

## **Appeals Process, Local Hearing, and State Appeal**

### **Appeal Information**

If you do not agree with the Yuba Community College Child Development Program's actions as stated in the Notice of Action (NOA), you may appeal the intended action. To protect your appeal rights, you must follow the instructions described in each step listed below. 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.

### **Local and State Hearing**

- Step 1 A NOA appeal form (CD-7617 reverse side) must be completed.
- Step 2 Mail or deliver your local hearing request fourteen (14) days from the date of the NOA to: YCCD, Child Development Center Program, ATTN: Karen L. Stanis, 2088 N. Beale Rd., Building 1600 Unit E, Marysville CA 95901.
- Step 3 Within ten (10) calendar days following the agency's receipt of your appeal request, YCCD-CDC will notify you of the time and place of your hearing. You, or your authorized representative, are required to attend the hearing. If you or your representative does not attend the hearing, you abandon your rights to an appeal and the action of the agency will be implemented.
- Step 4 Within ten (10) calendar days following the hearing, the agency shall mail, or deliver to you, a written decision.
- Step 5 If you disagree with the written decision of the agency, you have nineteen (19) days from your receipt of the written decision to file an appeal with the California Department of Education (CDE). Your appeal to CDE must include the following documents and information:
- (1) A written statement specifying the reasons you believe the agency's decision was incorrect
  - (2) A copy of the agency's decision letter
  - (3) A copy of both sides of the NOA. Mail your appeal to the following address:
- California Department of Education, Child Development Division  
1430 N. Street, Suite 3410, Sacramento, CA 95814, ATTN: Appeals Coordinator
- Step 6 Within thirty (30) calendar days after the receipt of your appeal, CDE will issue a written decision to you and the agency. If your appeal is denied, the YCCD-CDC will stop providing child care services immediately upon receipt of CDE's decision letter.

### **Notification/Communication Procedures**

#### **Reasons for Termination**

Causes for termination include, but are not limited to, the following reasons:

1. The experience is too stressful for an individual child.
2. The child's behavior is interfering with the safety and security of themselves, other children and/or adults in the classroom.
3. A child may be terminated for behavior (See Discipline section for specific criteria) that has not been corrected using teacher and behavior specialist interventions. We will work with you and your child through these challenges to make sure we have done our best to make your child's stay beneficial and productive.
4. Insufficient attendance.
5. Failure to meet and/or maintain the eligibility requirements.
6. Failure to pay fees.
7. Failure to complete required paperwork on due date.
8. Continued tardiness in picking up your child.
9. Failure to comply with the states and center's health and safety policies.
10. Parent or guardian conduct - If parent or guardian is threatening any person, property, or staff member and/or uncooperative in following the center's policies and procedures as stated in Penal Codes 204,71 and 6266, his or her child care services will be terminated.

#### **Confidentiality**

As a district, the Child Development program complies with all the rules and regulations of confidentiality. Confidentiality concerns information that pertains to another person's private life, but is not normally public knowledge. This information may injure, unjustly sadden, or defame another person if revealed. If you hear or see such disclosures, please do not share this information with other people. If you have concerns, please discuss them privately with both the teacher and the site supervisor **away from the children's presence.**

### **Family Records**

Family, health, & safety, as well as developmental information are collected from families, updated quarterly or as needed. (See section Pg. 5 Personal Changes that Require Reporting). File content is confidential and kept in a central location within the facility but is available to parents, legal guardians, and administrators, teaching staff or regulatory agencies upon request. **Court order Subpoena must be submitted for court actions for children records.** Records will be available for pick up within a reasonable amount of time and as program staff is available.

### **How to Resolve or Report a Complaint/Uniform Complaint Procedures**

Concerns, complaints, and/or disagreements about services should first be directed to the classroom teacher. If a satisfactory solution is not achieved, the issue should be presented to the site supervisor and/or the program director. Health and safety concerns that you believe are not resolved as a result of your discussion with the CDC staff may be directed to the Department of Social Services, Community Care Licensing. The phone numbers are: Marysville Campus CDC (530) 895-5033; Woodland Campus CDC (916) 387-1933; Lake Campus CDC (707) 588-5026.

### **Uniform Complaint Procedures**

Complaints alleging discrimination must be filed within six (6) months from the date the alleged discrimination occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, unless the time for filing is extended by the superintendent or his or her designee.

Complaints will be investigated and a written decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The Yuba College Child Development Center person responsible for investigating the complaint shall conduct and complete the investigation in accordance with sections 4680-4687 and in accordance with local procedures adopted under section 4621.

The complainant has a right to appeal the Yuba College Child Development Center Decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving the Decision. The appeal must include a copy of the complaint filed with the Child Development Center and a copy of the Child Development Centers Decision.

Civil law remedies may be available under state or federal discrimination laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of the Child Development Centers complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

## **General Health Check**

### **Daily Health Assessment**

**Title 22, as per licensing, staff will perform an assessment of each child, every day upon arrival and before the parent leaves.** This assessment is an observation of the child during the staff member's initial contact as the child is welcomed to the center. Staff will check for easily observable, signs of well-being.

Children with obvious symptoms of illness included, but not limited to, fever or vomiting, will not be accepted. Additional attention will be paid to children returning after an illness. 101226.1 (a)-(b)

### **Signs observed when conducting a health check**

- General mood (happy, sad, fussy)
- Activity level (sluggish, sleepy)
- Skin color
- Unusual spots or rashes
- Swelling or bruises
- Sores
- Severe coughing, sneezing
- Discharge from nose, ears, or eyes
- Breathing difficulties
- Unusual behavior
- Head Lice/Nit Free

**Staff will use all of their senses to check for signs of illness:**

**Listen** to what the child and parent tell you about how the child is feeling. Is the child's voice hoarse? Is he or she having trouble breathing? Is he or she coughing?

**Look** at the child from down at his or her level. Observe for signs of crankiness, pain, discomfort, or being tired. Does the child look pale; have a rash or sores, a runny nose or watery eyes?

**Feel** the child's cheek and neck for warmth, clamminess, or bumps as a casual way of greeting.

**Smell** the child for unusual odor in their breath, diaper, or stool.

**Pre-Admission Health History**

A physician's examination of your child is required **before the child's first day of attendance**. A physical conducted within one year prior to attendance will be accepted.

**Immunizations, TB Test, and Exemptions**

Parents or guardians must submit a copy of their child's immunizations as required by the Department of Health Services. Immunizations must be up-to-date prior to the first day of the child's attendance.

Immunizations are required for children, ages 2 months through 5 years. Termination from the program may result if a child is not immunized as stated by the Department of Health Services.

**Fact Sheet for Day Care Centers and Family Day Care Homes SB 792**

Vaccines for Day Care Workers Required Under SB 792, day care centers and family day care homes, as part of their licensure requirements, maintain vaccination records for their employees and volunteers for influenza, pertussis, and measles as outlined below. Failure to maintain accurate records will be treated like any other violation of licensure requirements.

Negative Tuberculosis test results for the child must be provided upon enrollment. A parent or guardian is permitted to exempt a child from immunizations provided that one of the following criteria is met and the related documentation is submitted: A physician provides a written statement that an immunization(s) or TB test should not be given to the child and specifies how long this exemption is expected to be needed for medical reasons. .

**Administering Medication**

Permanent Staff are trained on how to safely administer medications from a medical professional.

- Reading and understanding prescription labels
- Administering according to prescribed methods/doses
- Observing and reporting side effects
- Documenting each dose with date, time given, and amount

**Illness and Medication**

Parent(s) or guardian(s) will be contacted if a child shows signs of illness. The child must be picked up immediately, and no more than one hour from the time the parent or guardian is contacted. The child will be isolated to a peaceful location from other children until the parent or authorized representative picks up the child.

Each time medication is needed, parent(s) or guardian(s) must complete a current "Authorization to Administer Medicine" form. Medicine cannot be given by our staff without this document and authorization from your child's doctor. This includes over-the-counter medication. Request a form in advance for your child to receive medication while at the Child Development Center. All medications are

maintained with the child's name and are dated and locked in a cabinet. Each container shall have an unaltered label. All medications shall be administered only with the written approval and instructions from the child's parent or guardian and in accordance with label directions. The parent will be informed daily when such medication has been given.

When no longer needed by the child, or when the child withdraws from the center, all medications shall be returned to the parent or guardian or disposed of after an attempt to reach the parent or guardian has been made. Children are not allowed to handle medicine at any time. This includes sunscreen, lip balm, cough drops, and lotions. Parents and guardians must hand all medications directly to a staff member.

### **Exclusion from Center for Health Reasons**

Children may be excluded from the Child Development Center for the following medical reasons:

1. Symptoms prevent the child from participating comfortably in program activities.
2. The illness results in greater care needed than the staff can provide without compromising the health and safety of other children.
3. The child has any of the following conditions listed, but not limited to: a temperature (armpit temperature of 100° Fahrenheit or greater), diarrhea (see the National Health and Safety Performance standards for specific guidelines regarding diarrhea) vomiting, mouth sores with drooling, rash with fever or behavior changes, scabies, head lice or other infestations, impetigo, strep throat, chicken pox, hepatitis A virus, mumps, rubella, measles or pertussis, or symptoms and signs of possible severe illness such as; unusual tiredness, uncontrolled coughing, irritability, persistent crying, difficulty breathing, wheezing, or any other unusual signs of illness. Children will not be accepted into the center for a 24 hour period for symptoms listed above.
4. If a parent/family has signed a waiver stating for medical reasons or that they have chosen to under-Immunize their child; the staff will promptly notify the parent if a vaccine preventable disease has occurred in the program.
5. The under-immunized child will be isolated to prevent risk of exposure until the family member is contacted. The family at that time may choose to leave the child or sign them out.
6. A doctor's note may be required to re-enter the center.

### **Common Communicable Diseases**

Listed below are diseases that are common to children and our program policies describing when a child may return to the center:

1. **Chicken Pox:** Child may return seven (7) days after appearance of first crop of blisters or after all blisters are dry scabs.
2. **Hepatitis:** Child may return only with written permission from the child's physician.
3. **Impetigo:** Child is excluded from center until after treatment. Lesions must be covered while the child is in the center, unless advised otherwise by the child's physician. Lesions must be non-contagious. Written permission from the child's physician is required to return to the center.
4. **Pink Eye:** Child is excluded from center until under a doctor's care and symptom free.
5. **Strep throat:** Child is excluded from center on symptoms and re-admitted with written permission from the child's physician. Strep throat is non-contagious 24 hours after treatment begins.
6. **Head Lice:** Child is excluded from center until treated and the child is symptom free (NIT free). The child must be checked by staff before returning to center.

**Children may return to the center 24 hours after last signs of symptoms.**

**In all cases of illness and communicable diseases, parents will be contacted immediately.**

## **Health and Safety Policies**

### **Child Abuse Reports**

California Law requires the Child Development Center staff to report cases of suspected child abuse and/or neglect upon a child by family, guardian, or center staff. It is our responsibility to report any unusual or suspicious incidents to Child Protective Services (CPS). It is the responsibility of Child Protective Services to investigate and determine whether a child has, or has not, been abused or neglected.

## **Emergency and Disaster Policy**

Efforts will be made to contact a parent, guardian, or person(s) on the emergency card if an evacuation is necessary.

In the event of an emergency or natural disaster, the following procedures will be followed:

1. Parents, guardians, or other persons on the emergency card are expected to pick up their child(ren) within one (1) hour. Yuba Community College District Campus Police or local police will be contacted to intervene on behalf of your child(ren) if your child(ren) is/are not picked up within one (1) hour. For this reason you must keep your emergency contact phone numbers current at all times.
2. In the event of a site evacuation, children will be taken to a designated emergency center. The location will be posted on the child care center door. Contact with parents will be made from the designated emergency center as soon as possible.
3. Staff will remain with the children until they are picked up by a parent or other authorized adult.
4. During extreme weather, earthquake or other emergency conditions, please listen for closure announcements on the radio or television. If the college campus is closed due to an emergency, the Child Development Center will also be closed. If in doubt, listen to the recorded message at the campus/center of your location: Yuba Community College, Marysville Campus Security at (530) 741-6771 or College Information at (530) 741-6700; Woodland College (530) 661-5700; Clear Lake Campus (707) 995-7900.

## **Electronic Devices**

No cell phones or headsets are allowed in the center. Please turn your cell phone on silent before entering the classroom. If you receive a call while dropping off or picking up your child please respect the children's learning environment and step outside to take a call.

## **Hand Washing**

To prevent the spread of germs in the child care center, upon entering the center, a parent or guardian must wash their hands and assist with washing their child's hands. Parents/guardians are expected to wash their **hands when they drop off and pick up their child/children.**

Children's hands should be washed:

- Upon arrival at the child care center, while assisted by a parent or guardian.
- Immediately before and after eating.
- After using the toilet or having their diaper changed.
- Before using water tables and after when water table is shared.
- After playing on the playground.
- After handling pets, pet cages, or other pet objects.
- Whenever hands are visibly dirty.
- Wiping nose
- Parents/family members must wash hands while assisting in the classroom or serving meals and upon entering the center.

## **Hand Washing Procedures**

- Use liquid soap and warm running water.
- Rub hands vigorously for at least 45 seconds. Rub the back of hands, wrists, between fingers, under and around any jewelry, and under fingernails. Rinse well.
- Dry hands with a paper towel and avoid touching the faucet with just-washed hands. Use a paper towel to turn off the water. (Teachers and families instruct the children how to turn water off with a paper towel).

## **Standard Precautions**

Standard precautions are used to prevent skin and mucous membrane contact with all body fluids, including blood, secretions, and excretions (except sweat).

- Hand washing to prevent the spread of germs in the childcare center. It is important that staff washes their hands and assist and teach children good hand washing practices as well as the following:
- Use of appropriate barrier techniques
- Cleaning and sanitizing
- Proper disposal techniques

- Not sharing personal items
- Report exposures

### **First Aid Kits and Ouch Reports**

- First Aid Kits are located in each classroom and outside (labeled) for staff accessibility. Staff is to check kits monthly for necessary supplies and replenish them as needed, 101226 (d).
- An Injury Report accompanies **ALL** injuries that happen on site. Permanent staff completes documentation of the incident. A hard copy of the Ouch Report is given to the parent or guardian and a hard copy is kept in the child's file and/or in Learning Genie. For serious injuries licensing procedures will be followed AND AN Unusual Incident report will be submitted. 101226(a)(2)
- Gloves are to be worn whenever staff come in contact with blood pathogens or bodily fluids as per standard precautions and Title 22 regulations.
- The parent will be asked to sign or initial the Injury Report upon receiving a copy.

### **Diapering Protocols:** 101428 (a)-01428 (f)

Diaper and toileting experiences are a pleasant, positive, and meaningful experience for each child. Singing, talking about bodies, talking about what you are doing, and emphasizing good hygiene practices are some of the techniques used to make this routine a positive learning experience. When it is time to check diapers, teachers/caregivers ask the child if they can check, especially before opening their clothing. Teachers offer their hand and walk with children to the restroom. This gives the child the opportunity to choose to go with the teacher making it a much more pleasant experience for both the child and the teacher.

**STAFF ALWAYS** use the method described below when changing diapers as this is the best way to stop diseases that spread through the intestinal tract.

### **Preparing for Diapering**

To minimize contamination outside of diapering area, teaching care givers to prepare for a diaper change *before* bringing the child to diapering area by having ready:

- Enough wipes for the diaper change (including wiping the bottom and hands after taking the soiled diaper away from the child's skin)
- A clean diaper, a plastic bag for soiled clothes, and clean clothes if soiled clothing is anticipated.
- Non-porous gloves and a dab of diaper cream on a disposable piece of paper or tissue if cream is being used.

**NOTE:** Supplies should be removed from their containers and placed near, but not directly on, the diaper surface before starting the diaper change.

### **Diapering Procedures Followed by Care Givers**

1. Prepare for diapering as indicated above.
2. Place child on diapering table. Remove clothing to access diaper. If soiled, place clothes into plastic bag.
3. Remove soiled diaper and place into lined, hands-free trash container (To limit odor, seal in a plastic bag before placing into trash container.)
4. Use wipes to clean child's bottom from front to back.
5. If used, remove the gloves by using the following procedure:
  - With both gloved hands, peel one glove off from wrist to fingertips and hold it in the gloved hand.
  - With the exposed hand, peel the second glove from the inside, tucking the first glove inside the second.
  - Dispose of the gloves promptly in the lined, hands-free trash container.
  - Avoid touching the outside of the glove with bare skin.
6. Use a wipe to remove soil from adult's hands.
7. Use another wipe to remove soil from child's hands.
8. Throw soiled wipes into lined, hands-free trash container.
9. Put on clean diaper and redress child.
10. Place child at sink and wash his/her hands using "hand washing procedure."
11. Wash diapering surface with soap/water solution and dry with a paper towel.
12. Spray surface with bleach water solution and wait more than 10 seconds (recommendation is 2



minutes) before wiping with a disposable towel OR allow to air dry. The surface cannot be sprayed and then immediately wiped.

13. Adult washes hands using the “hand washing procedure,” without contaminating any other surfaces.

14. Record diapering on child’s daily schedule.

**Additional note:** It is best for staff to spray the surface as the last step of the diapering procedure **BEFORE** washing their own hands. After the 2 minute time lapse, the surface can be dried (no additional hand washing required at this time) or allowed to air dry (and wiped dry if still damp) before use with another child.

**These are additional protocols to be followed when using the diapering area:**

- Use the designated area for diapering only.
- The changing table is not to be used to place any other objects on it (as per NAEYC criteria 5.A.08m)
- A wall separates the changing area from the food handling area.
- Wash hands. Running water is provided within arm’s reach of the changing table.
- Put on a new pair gloves.
- Diapering surface is covered with a disposable cover.
- Place at least one hand on the child at all times while the child is on the changing table.
- Staff is to change diapers (or pull-ups) every two hours or when diapers become wet or soiled.
- Parents provide disposable diapers or pull-ups and wipes.
- All soiled diapers, gloves, and wipes are placed in a hands-free device container with a lid. The container will be kept closed and not accessible to children.
- Staff members whose primary function is preparing food do not change diapers until their food preparation duties are completed for the day.
- The cleaning and sanitation frequency chart is posted in the changing area and is to be followed by staff.
- All creams, lotions, and sanitizing bottles are out of reach of children.
- Staff washes hands before returning to regular duties.
- A care giver never leaves a child unattended, even for a second! Accidents with infants/toddlers can happen quickly.

**Toilet Learning**

Most Preschool age children are in the toilet learning stage; where they can sense and communicate their need to use the restroom, **independent stage**. However, in the rare case that a preschool aged child is not, the program can work with the family to create a plan to support the child until they are fully independent. We also take into consideration that accidents still occur as all children learn in different developmental stages. Again, the supervisor and teaching staff will develop a plan with the child’s family to assist the child through this process. Part of the plan will include the family provide several changes of clothes to maintain health and safety standards for both the child and the classroom.

**Oral hygiene**

The childcare center helps prevent dental illnesses by serving well-balanced, nutritious food and by limiting sugary and sticky foods. Our program teaches children dental health by helping them to brush their teeth and encouraging parents/families to participate in dental care for their children once a day.

**To brush teeth properly, and to prevent the spread of infections from germs found in saliva and blood on toothbrushes, we:**

- Always supervise children when they are brushing their teeth.
- Make sure that each child has his or her own toothbrush clearly labeled with his or her name.
- Do not allow children to share or borrow toothbrushes.
- Instruct each child to brush his or her teeth.
- Using a paper cup, each child should rinse his or her mouth with water.
- Store each toothbrush so it cannot touch any other toothbrush. Allow it to air dry.
- Never “disinfect” toothbrushes.
- If a child uses another child’s toothbrush or if two toothbrushes come in contact, throw them away and give the children new toothbrushes.

- If a child uses the toothbrush of another child who is known to be ill or is known to have a chronic blood-borne infection (such as Hepatitis B or HIV), the parent or guardian of the child who used the ill child's brush should be notified.
- Replace toothbrushes every three to four months or sooner if bristles have lost their tone.

### **Water Play**

Staff will take precautions to ensure that water play is safe and does not spread infectious diseases.

#### **The following precautions are taken when children are in group water play:**

- Fresh water is used and water is changed after each \*group participates in water play.
- Fresh water flows freely through the water play table and out through a drain in the table.
- When each group completes the activity period, the water is drained.
- Children are not to drink the water from the water tables.
- Whenever two or more children play in water, they must wash their hands before and after
- Children with sores on their hands will be provided with an individual water experience.
- Whenever two or more children play in communal water, they must wash their hands before and after water play is finish.

(\* Group is a classroom)

### **Herbicide and Pesticide**

Written notice will be given to parents or legal guardians at least 48 hours in advance of all pesticide or herbicide application. This notification will include the date, time, and general area(s) scheduled for treatment along with the brand name of the pesticides(s) or herbicide(s) to be used. All pesticide and herbicide treated areas on school property will be conspicuously posted with signs 48 hours prior to, and immediately after application occurs.

### **Air Pollution**

The childcare center will lower health risks from air pollution as follows:

- Pay attention to the Air Quality Index (AQI) from local news sources.
- Play outside at the time of day when levels will be lower.
- In extreme AQI the children will be brought in for play.
- If the AQI is lower, limited outside play is permitted.
- Watch children for symptoms such as coughing or pain when taking deep breaths, chest tightness, or wheezing.

### **Outdoor Skin Protection**

The staff will protect children against weather related and insect transmitted diseases as follows:

- Provide shade for play.
- With written permission from parents, apply a sunscreen of SPF 15 or higher to exposed skin.
- Wear sun protective clothing.
- Provide similar indoor activities.
- Indoor equipment for large-motor activities meets safety standards and is supervised.
- When public health authorities recommend, with written parental permission, use of insect repellents containing DEET are applied.
- Sign permission form and provide sunscreen to be applied as needed or requested.
- Children have a scheduled outdoor time daily when they are the sole group of children using the playground space. Their activities, equipment, and materials have been organized as a learning opportunity. During very cold or very hot temperatures; the Site Supervisor will check the temperature mid-morning and mid-afternoon and share that information with the teachers. The teachers will then determine if it is advisable for the children to go outdoors and for what length of time. Temperatures below 10 degrees and above 90 are often considered risky for young children. (Check with your local Air Quality Agency for Daily Weather Reports.)

### **Field Trip and Walk Policy**

There are times when walks are a part of the daily curriculum. The following conditions are observed for walks:

- Children are encouraged to use the bathroom before going on walks.

- Staff members to carry the Emergency Cards and a First Aid Kit. 101218(a)(5)
- Children are to be dressed appropriately for the weather.
- While on the walk, children are encouraged to hold hands with a teacher or another child.
- ALL safety guidelines should be observed when crossing streets and parking lots.

#### **STOP – LOOK – LISTEN**

- Campus fieldtrips will need to coordinate with the college and are handled by the center staff. Ratios of 1:6 are observed for Preschool and 1:3 for Infant/Toddler.
- Field Trips are to be cleared by the Site Supervisor prior to the walk. (You must speak with the Site Supervisor to get approval)
- Developmentally appropriate & Intentional (written into Project/Activity Plan)

#### **Fire Arms**

Firearms are not allowed on campus at any time. Campus Police will be notified if individuals violate this policy to follow through with Yuba College policy.

#### **Pets and Pests**

The child care center includes pets as part of children's educational program.

The following are some staff guidelines for protecting the health and safety of the children:

- All pets should be in good health, show no evidence of disease, and be friendly toward children.
- Dogs or cats are to be appropriately immunized. Proof of immunizations will be kept in the center and pets will be kept on flea, tick, and worm control programs.
- Pet living quarters are to be kept clean. All pet waste is to be disposed of immediately. Litter boxes should never ever be accessible to children.
- Childcare staff should always be present when children play with pets.
- Children should be taught how to behave around a pet, such as not to provoke it and to keep faces away from the pet's mouth, beak, or claws.
- Inform parents or guardians before they enroll their child or notify parents when a pet will visit the center. Some children have allergies.
- Children and staff should wash their hands after handling pets or pet items.
- No reptiles can be included in this program due to risk of salmonella.
- No rabbits can be brought into the center.
- The program is free from harmful plants (as per I.P.M standards). Harmful plants are not indoors/outdoors where children are present. The program maintains a list of poisonous plants as well as a current list of safe plants. Incorporating safe plants in the environment provide children with the opportunity to care for living things as well as following their life cycles.

#### **Clothing and Blankets**

Children are active in the program! They will be using expressive materials including paint, water, and sand. They will be involved in many climbing and running activities. Please dress your child in comfortable clothes appropriate for the weather that he/she can zip, button, snap, and buckle. Be sure to include sweaters or jackets as needed. (Jackets with pull-string ties can be hazardous when climbing.) Shoes must be worn at school and should be a style in which the child can easily run and jump. Due to safety reasons, we ask that children do not wear cowboy boots, shoes with heels or sandals that do not have a back strap.

In order to ensure your child's clothing is safely returned at the end of the day, we strongly recommend that you mark all of your children's coats, hats, sweaters, etc. Unlabeled items will be the responsibility of the family and placed in a lost and found basket for one month. **Each child must have a complete change of clothing (for example; socks, underwear, pants, shirt, dress, and skirt & top.) at the center at all times.** Children enrolled in a full day program will have a rest/nap time. The program maintains a small sheet and crib size blanket for each child however, if your child has a crib size blanket from home they would like to bring for nap you're welcome to do that. Please note blankets from home will need stay at the center and washed weekly. We ask that children do not use pillows at nap time unless special accommodations have been discussed with the site supervisor and child's teacher.

#### **Rest time**

All children must be provided a regularly scheduled nap or resting time. Children will not be forced to sleep but may be encouraged to lie quietly for a period of time **NOT TO EXCEED 30 MINUTES.** The length of time a child should have to remain resting varies by child. There is no hard and fast rule

regarding the maximum amount of time a child should have to remain resting. Staff will provide alternative quiet activities for children unable to rest.

All children are encouraged (not forced) to use the bathroom before rest time. Rest time should be a pleasurable experience for children, free of punitive admonitions. Lullaby or soft music is played, quiet singing is encouraged, and the room is darkened to set a peaceful mood. Use quiet voices while in the napping room and speak softly to the children. Cots are to be three feet apart or separated by a barrier. Preschool and toddler children must be within view of staff at all times during rest time. Staff are to be alert and available during nap time.

### **Nutrition and Meals**

- We provide a safe, relaxing, and comfortable eating environment for the children.
- We eat "family style" at the centers so that children will learn to serve themselves and gain independence.
- Children have the opportunity to try new foods, refuse foods, and choose nutritious foods that support healthy development.
- Staff works with parents or guardians and children to meet individual needs including dietary or food allergy restrictions.
- Teachers post all food allergy plans in the kitchen and in children's files.
- Menus are posted in each classroom.
- Children and staff must wash their hands before sitting at the table.
- Meals are prepared by trained staff.
- We assist new children with serving themselves and when new serving utensils or bowls are introduced.
- Table manners are encouraged.
- Staff role model and eat with the children after ALL the children are served.
- When children are finished eating they dispose of their dishes in designated bins and then wash their hands and faces.
- Toddlers / Two year olds will be offered fluids from a cup following a discussion between the families and teaching staff that the child is developmentally ready. Children, however, will only use Sippy cups, bottles etc. while sitting at meal time.

Yuba College Child Development Centers participate in the federal food program CACFP. **Please do not send food or drinks with your children.** Children will receive a breakfast, a lunch and/or an afternoon snack. If you would like to bring in a special food to celebrate your child's birthday, food must be store bought. We also ask that it be a healthy nutritious snack. Some suggestions might be: oatmeal cookies, cut fruit, vegetables & dip, banana bread, soft pretzels or whole grain snacks.

### **Infant/Toddler Procedures to Prevent Choking**

One teacher/adult sits with the children while one teacher/adult prepares and serves the food.

Nuts, raisins, pretzels, popcorn, and hard chips are not served to infants/toddlers.

Carrots and celery are parboiled to a soft stage.

Fresh fruit is peeled and cut into bite size pieces before serving.

Staff cleans faces and hands of children after mealtime.

Food is cut into 1/2" square pieces for toddler / twos according to each child's chewing and swallowing capability.

Children younger than 4 years of age are not served: hot dogs, whole or sliced grapes, raw peas, spoonful's of peanut butter, hard pretzels, or other foods that pose a choking risk.

### **Food Allergies**

If your child is allergic to any foods, please notify the staff at enrollment. The program will then provide a form that must be completed by your child's physician. Please make sure that the doctor lists states suggested substitutions for your child. If a diet modification/substitution is needed, we will inform our food service. In cases of very strict diets, we can discuss alternative options in order for your child to meet the dietary requirements of the program. In the case of an allergy which poses a life threatening concern, make sure that the supervisor, clerical and or teaching staff is aware so that we may discuss our policy regarding extreme allergies.

### **Resource Services Provided**

The Child Development Center staff will provide a complete list of community health and other resources to all parents, upon request. Contact your individual site supervisor for local community health resources.

### **DISCIPLINE AND GUIDANCE PROCEDURES**

One of the goals at the Child Development Lab School is to help children develop a positive self-image. We hope to encourage children to be self-directed and to exhibit self-control. In order to do this, children need the opportunity to build a healthy self-concept (knowing who one is as a person, knowing one's talents, strengths, and limitations). This includes giving children respectful, but honest feedback, acknowledging their accomplishments, helping them cope with their limitations, helping them to realize their own potential, and continual development of strengths.

Young children, due to their developmental age, are not capable of understanding the ramifications of many of their behaviors; therefore, they need to be encouraged to make good choices and to be prevented from harming themselves and/or others. This can best be accomplished through close supervision, gentle guidance, and, most importantly, redirection. Children need to learn to identify and express their feelings. However, often this requires the teacher to verbalize these feelings for them. For example, if we see a child about to hit another child for taking a toy away, we will prevent that child from hitting the other saying, "That really made you angry when Billy took your toy. You wanted to hit him." Help the child say, "It's mine, I'm playing with it." This way, we hope to prevent one child from hurting another and at the same time help that child learn to identify feelings and verbalize expectations.

Another important disciplinary approach is to remember that small children are very egocentric. They are not yet capable of understanding the concept of sharing and taking turns. Therefore, it is our responsibility to lend guidance through redirection to other activities when conflict situations occur. Caring for young children requires a lot of patience, as they often need to be reminded about safety rules over and over again. Each ground rule will be stated clearly and precisely to help children follow the rule by showing other acceptable, safe activities. We will most often state directions in a positive manner as young children have a hard time comprehending the words "don't" or "no." Role play helps children develop words to express emotions.

***With older preschoolers, the emphasis shifts toward teaching children how to solve their own problems and conflict resolution strategies.***

#### **Specific Guidance Strategies Used by Teaching Staff**

Maintain realistic expectations of children  
Provide clear and simple limits  
Plan an environment that facilitates a caring atmosphere  
Keep children busy to prevent problems from occurring in the first place  
Model appropriate behaviors  
Teach appropriate behaviors and social skills and re-teaching as needed  
Redirect inappropriate behaviors toward desired outcomes  
Give children choices between two appropriate alternatives  
Encourage children to work together to solve problems and make cooperative decisions  
Encourage children to use their words to solve problems or to elicit peer cooperation  
Understand the function of a child's inappropriate behavior and teaching appropriate replacement behaviors  
Provide logical and natural consequences for children's actions  
Remove children from the situation until they are calm and able to discuss the problem  
Conflict resolution strategies from our Conscious Discipline model for older preschoolers

#### **Positive Guidance Used by Teaching Staff**

Positive guidance strategies are practiced to keep children constructively involved with satisfying and challenging learning activities. **Clear expectations, appropriate behaviors, and social skills are taught and retaught as necessary to the children.** Children need to experience repetition. It is expected that relatively few rules are used in the classroom. For example; we are safe, we are respectful and we are kind. Rules such as these encompass things such as, you can't hurt others, no running

indoors, and you not leaving the classroom or outdoor environment without an adult. Generally, young children have constructive/positive experiences when teachers:

- understand each child's temperament,
- develop meaningful relationships with each child,
- prepare and plan for each child,
- work to understand the function behind children's behaviors; and
- positively and firmly manage the daily schedule and classroom space.

We avoid excessive rules and regulations but some general guidance principles for children and adults help us to avoid conflicts. First, **our environment is the key to behavior**. It is best to predict or anticipate potential conflicts. Redirection can easily resolve the majority of issues. We use conflict resolution strategies and post them in the classroom for review.

When conflicts arise, teachers are close by to provide support if needed, however it is important to provide children with the opportunity to resolve between themselves if they can. Walking toward the child is sometimes enough. As needed, teachers speak to the child by name in a calm, firm tone of voice. Being sure to have the child's attention before they start to talk to him or her. Teachers are trained to get down to the child's level physically. Kneel down or sit on a low chair. Let children take turns telling them what happened. Help them talk over their difficulties. Interpret each child to the other as they understand the problem and admit it if you do not understand. The time spent in trying to understand is often sufficient to resolve the situation.

Some additional support/expectations:

- Redirect aggression quickly and calmly when the safety of a person, property or relationship is involved. Talk out the situation. It never helps to condemn, punish, demand an apology, withdraw your love, or get angry. Get help from the Site Supervisor if you feel that you cannot handle the situation. Follow the three step Conflict Resolution Guidelines to help you through this process:
  - a. It looks like there is a problem? (Get in between the children to serve as a buffer.) Never grab the children as this will provoke a defensive posture and place you the teacher at risk.
  - b. Can I help you or do you want to come up with a solution on your own?
  - c. Then either you provide possible solutions or they resolve the conflict on their own.
- Bad language is a normal outgrowth of physical aggression, which in the older preschool child, is being controlled because of social pressure. It consists mostly of words for toileting and other expressions with which children test and tease each other. Should this occur, teachers tell the child/ren that teasing hurts, it isn't kind. We then explain that we use the name given to the child, for example, his name is Liam, so we call him Liam.
- Maintaining group moral is of primary importance to good discipline.
- In all discipline, preserve the child's self-respect. Be positive and firm but never harsh. Use the tone of your voice as a tool to show children that you like them even though you are opposed to their actions. Never hesitate to ask the Site Supervisor or another teacher to take over a situation that you do not feel capable of handling. Whenever possible, avoid conflict with your own child by asking another staff member to take over as a mediator. The purpose of this action is to assure children that they are being treated fairly and impartially. The Site Supervisor will decide what procedure is to be followed in the case of persistent, aggressive, or uncooperative behavior. Look for a genuine opportunity to have fun with or to be appreciative of children who have had to be disciplined. It helps them to like themselves.
- Children are encouraged to take turns and share materials but
- While indoor, children are to walk at all times for their own safety.
- When a child is finished using materials, the materials are to be returned to their designated places before the child may start another activity. This is a great opportunity for the child to experience independence as you show him or her where the materials are labeled and the child returns the materials to the shelves.

**At the Child Development Center, physical punishment of any kind is NEVER used, not even with your own child/family member.** At no point is harmful discipline strategies utilized (ex. physical punishment, psychological abuse, coercion, withholding food, grabbing arms, threats, etc.). Each member of the teaching staff is a Mandatory Child Abuse Reporter through the State of California.

Adults provide support, focused attention, physical proximity, and encouragement to the children throughout the classroom day. Self-control is facilitated. The natural, expected sounds of the early childhood classroom are giggling, whispering, animated voices, relaxed talking, and sounds of engaged children, as well as occasional crying, shouting, and frustrated voices. It is sometimes necessary to enforce guidance limits either by planned ignoring, removing the material, or removing the child from the situation. It is understood that teaching age and individually appropriate behaviors are necessary until the behaviors are within the child's repertoire. Classroom staff members and student participants are critical role models for young children in offering and maintaining a constructive classroom learning environment for children, parents, teachers, and students.

### **Adjusted Child Plan For The day**

On rare occasions, it may be necessary to remove a child from a program for a day while plans can be made by the teacher, parents, and program director for the child's return to the classroom. **In very rare instances**, children can be brought to the Site Supervisor to assist the child in calming down and/or assist staff manage the rest of the group. If a child is brought to the Site Supervisor, the Site Supervisor must be informed what took place prior to the removal of the child, what the child has done, the expectations for the child while out of the room and what the expectations are for the Site Supervisor in relation to the situation. Any time a child is removed from a classroom, a **Classroom Dismissal form must be completed by the teaching staff and submitted to the Program Director**. In circumstances where the child is being extremely disruptive or a danger to himself or others, parent/family will be expected to remove the child immediately. This needs to be discussed with the parent/s PRIOR to being sent home, it is not appropriate to send the child home without talking with ALL parties involved; understanding that this is an option should ALL other discussed teaching strategies prove to be ineffective that day. The teaching staff/site supervisor with permission from the director, will contact the parents to schedule a conference to discuss the situation and to make plans for the child; the program director (or his/her representative), the teachers, and the parents shall be present at this conference. Every effort will be made to ensure a healthy environment in each program. Head teachers are responsible for keeping the site supervisor/program director informed about children experiencing challenging behaviors and events, the guidance strategies they are using with these children, and the ways they have informed and involved the respective parent/family in these situations. Physical and emotional safety for all children and adults is a fundamental assumption in our programs. The best interest of all involved will be considered. In rare instances, it may be necessary and best for the child if we terminate services when all other options have been exhausted and all parties agree this is not a good fit for the health and wellbeing of the child/ren.

### **Biting Protocol**

Biting is a common behavior among children birth to three-years-old in group care. Every effort will be made to determine the reasoning or the function behind the biting behavior so that we can try to figure out what teachers and parents can do to teach the child more appropriate responses than biting. When biting occurs, teachers will record incidents and document observations to better understand the context before and after a bite (where, when, how, who), as well as noting when the behavior is absent. Teachers will also note the location and availability of staff during the incident to ensure proper supervision is taking place. As staff members are working to better understand why the child is doing the behavior, they will work to be proactive in striving to prevent future incidents. Children bite for many different reasons. Some of the reasons include, but are not limited to, exploration, teething, investigating cause and effect, attention, frustration in expressing needs or wants, becoming independent, learning to play with other children, anxiety, or feeling threatened by new or changing situation.

### **When a child bites another child, staff will:**

- Intervene immediately.
- Help the child who was bitten by showing concern and support. First aid will be given such as washing the wound with soap and running water as well as providing a bandage for an open wound and an ice pack if needed.
- Unusual Incident reports will be submitted as per Community Care Licensing regulations.
- Work to teach the child with the challenging behavior in a caring and firm way that the behavior is not acceptable as well as provide alternate behaviors that are acceptable.

- Reinforce positive behaviors; what you give attention to you get more of. If the attention is on the biting, you get more biting. If the attention is on cooperation and using words, you get more of these positive behaviors.
- Provide a confidential incident/injury report to the parents of the bitten child, **while a confidential biting report will be provided to the parents of the biter**. These forms assist in documenting and identifying patterns so that staff can work to prevent future incidents by changing the environment and implementing intentional teaching strategies (social-emotional supports). A copy of the incident or biting report will be kept in the child's individual file. Confidentiality will be maintained by not using other children's names on the forms and training staff to not release children's names when questioned.

**If the biting continues, we will:**

- Meet with the parents of the child who is biting to plan strategies for supporting the child in positive social behaviors.
- Assign a teacher to shadow the child within the confines of group care.
- Consider if changes to the environment and/or routines will assist in reducing future incidents.
- Seek consultation for assistance from outside agencies if needed.

On the very rare occasion that the biting continues without improvement, the Lab School reserves the right to ask the parents to remove the child from the program so that the parents can find another learning environment that will better meet the child's individual needs.

**Toys**

The child care centers provide many learning activities for the child. We ask that toys from home are not brought into the centers. The exception would be "share day," which is scheduled in advance by the centers. Suggestions for sharing items include books, puzzles, or games, found items such as rocks, insects, frogs, and wildflowers are enjoyed by the children and contribute to individualized learning experiences.

Items that should not be brought to the center include: jewelry, money, food, drinks or gum. Your help is needed to monitor what your child brings to share at school. Please note that allowing your child to bring inappropriate toys to school leads to disappointment when he or she is not allowed to share that toy during activity times.

**Guns and Violent Play**

Play involving guns, weapons, or war play is prohibited in Lab School programs. Guns or weapons brought to the Lab School will be removed immediately until the item can be returned to the parent. The child will be involved with this process. When children engage in play with violent overtones (war, pretend shooting, etc.), teachers will redirect the children to more constructive types of social activity. Bullying behavior is considered violent play and is unacceptable; it will be handled quickly and is taken seriously. Parents are asked to help us enforce this "no guns/weapons, violent play, and non-bullying" policy. It is important to know and understand what "bullying" is when working with children 0-5 years old and not confuse typically developmental behaviors with aggressive behaviors.

**Developmental Profiles**

Several means are used to assess the children's developmental strengths, skills, and interests within the first sixty (60) days of enrollment. An orientation with the parent or guardian upon enrollment will be conducted to address parental concerns or observations concerning the child. Assessments using developmentally appropriate observation techniques, appropriate checklists, and anecdotal records will begin during the first week of attendance.

A parent/guardian conference follows the initial screening and observation. Individual plans identifying each developmental level will be established by the staff and the parent. Specialized services and referrals are made at this time, if needed, to the parent and to the appropriate agency. Teacher/student observations are completed on a weekly basis for each child. These observations are utilized to plan group and individual activities; guide learning and instruction; and environmental setup. A portfolio is established for each child, which includes; photographs, observations by staff and students, parent and staff assessment information, and ongoing checklist annotation.



Assessment results are shared with families during parent/teacher conferences. Parent conferences will be scheduled after a sixty (60) day assessment, then every 6 months thereafter. Additional conferences can be scheduled as needed.

Listing of individuals who have access to child screening assessments results and files:

- Program Administration Staff
- Permanent Teaching staff
- Parent/Guardian of the child
- Agency representative who has obtained written permission form from the parent/guardian.

All children's files and assessments records are maintained in the center office. Children's records are available to parents upon court order.

When your child is approaching the age for kindergarten, families will be provided enrollment information for the schools in your local area. This information will assist you with making a smooth transition from our program to kindergarten. Please inform your child's teacher or the supervisor if you would like copies of their assessments to be forwarded to the elementary school your child will be attending and we will make the forwarding arrangements on your behalf.

### **Request for Specialized Services**

Our process for families requesting services for their child:

- 1) Families and Teachers use various methods of formal and informal assessments to provide evidence to support a need for potential services.
- 2) Agency consultants provide referral forms for families to complete in order to conduct initial screenings.
- 3) Identified children with an exceptional need will receive services aligning with IDEA Law.
- 4) A team, consisting of the parent, agency consultant, program representative and child's teacher/caregiver create an individual service plan for the child based on the agreed goals.

When families have concerns regarding their child's development prior to their first day, they are advised to speak to the site supervisor at orientation. The program and family members work together to begin the interactive process

### **Student Teacher and Staff Qualifications**

The Child Development Center is a training lab school for Early Childhood Education and other students. These students make observations of the children and teachers to learn developmental stages and appropriate teaching techniques. Parents will be given a permission form upon enrollment allowing students to observe in the classroom. Confidential protocols will be followed when observing individual children. The certified staff members remain the primary caregivers for your children, while assisting students with hands-on, educational opportunities. Each certified staff member meets or exceeds all qualifications as required by the State of California Commission of Teacher Credentials, including: Infant/Toddler CPR, Pediatric First Aid, and California Child Care Health and Safety. All programs maintain staff/child ratios as per Funding Terms and Conditions. The names and qualifications of staff members may be obtained from the Program Director, Karen L. Stanis upon request.

### **Family and Community Involvement**

The Child Development Center's endeavor is to support parents and guardians in understanding their child's developmental needs. We maintain an open door policy with our families therefore parents and guardians are welcome to come and visit our programs anytime. We value your ideas, thoughts, and suggestions. Parents and guardians need not make an appointment to visit. However, if you wish to talk in detail to the teachers or to the site supervisor about your child, we ask that you call to make an appointment.

When a parent or guardian expresses concern about their child's participation in the program, every effort will be made by the staff to document and clarify the concern, resolve the issue, and/or refer the parent to the appropriate person or agency in the community, as needed. (See page 9- How to Resolve or Report a Complaint)

### **Parent/Family/Community Involvement**

Parents/families are critical members of the home-school team in our Lab School program. Through informal daily contact; during daily arrival and dismissal, parents and teachers come to understand and appreciate one another. Parents/families are encouraged to use the classroom for spontaneous and planned observations of their child and the program. Parents/families are encouraged to serve as resource persons for the program and to visit the classroom during regular and "special" days. Formal opportunities to work with one another include the following: twice-a-year conferences (and as requested by either the parent(s) or the teacher), written records of the child's development and learning, individual notes, newsletters, and parent/family meetings. Parent/family bulletin boards are available to exchange information. Parental/family goals for the child should be determined and documented when a child begins the program and updated at parent-teacher conferences. Parental/family insights and knowledge regarding his or her child is a fundamental premise for the Lab School parent/family involvement program. Teachers are responsible for establishing and maintaining frequent contact with families.

### **Parent Advisory Committee and Parent/Family Meetings**

Parent Advisory Committee (PAC) Officers are elected each year and meet with the site supervisor to schedule and support the Parent Advisory Committee's regular meetings.

The P.A.C. consists of parents, teachers, students and faculty. The group meets monthly to share ideas and discuss policies. Each classroom is responsible for selecting/inviting at least two parents to serve on the Advisory Group. Each site supervisor is to ask/invite at least (1) ECE Faculty member to serve on the committee in one year increments.

Parent/family meetings are planned to address areas of interest and to provide input from parents and guardians. These meetings may feature speakers, films, panels, and even our own center leadership. Meetings deal with a variety of topics such as health issues, discipline, and family relationships. Parent meetings are open to all center parents, guardians, and interested persons. Parents/families should plan to attend a minimum of five hours of parent/family activities per semester.

### **Celebration of Holidays**

Holidays are not celebrated in the Lab School as part of our anti-bias curriculum and in respect for the values and beliefs of our families, except as children spontaneously talk about holiday activities within the context of their homes and family. Typically, our children represent every major world religion and many cultural traditions, beliefs, and practices; therefore, it is important that head teachers and their classroom staff know the religious and cultural background of each child. This sensitivity facilitates particular dietary practices and cultural practices. Holidays and their celebrations are viewed as important family values and teachings. During highly commercialized holiday times, the Lab School environment serves as a reassuring and measured place for children of all races, religions, and traditions as we continue to focus on broader and enriching curriculum topics/units/themes appropriate for all of the children, rather than holiday themes.

### **Celebrations of Birthdays**

We will acknowledge events specific to children (ex. Birthday, new sibling), but we do limit our school celebrations to very brief spans of time and attempt to maintain our regular school routine.

If parents would like to bring a food treat to celebrate a child's birthday, they must speak to the teacher at least one week in advance, follow all regulations regarding food from outside the center, and receive approval from the teacher. Because of CACFP Food Program restrictions on foods brought from home and children with food allergies, we can only serve purchased treats in original, unopened packages with food ingredient labels. The Lab School is a "nut-sensitive" facility. Unfortunately, we cannot serve homemade treats to children. We do suggest nutritious snacks or non-food treats (ex. book marks, stickers, and coloring books) for special occasions.

If a parent fails to discuss treats brought from home with the classroom teacher(s) or if treats do not meet CACFP Food Program restrictions, treats may not be served.

### **Special Events**

Additional funds for field trips or guests to the center will be used from activities funded by the Parent Advisory Committee.

**Planned Parent/Family Events**

Staff will work with parent advisory committee to plan two fall activities, two spring activities and one summer activity to involve parents and families in their child's program and education. There should be a total of five (5) events throughout the calendar year. These events provide a variety of atmospheres – social, educational, informative, etc. and will be held at an array of times (morning, afternoon, evening). The events will be posted on the program Facebook page and college website. Events such as these will include parking/ticketing suspension when the Department of Public Safety/Campus Police has been informed at least two weeks in advance. Funds to purchase materials for classroom events are paid for through parent advisory committee budget and agreed upon at parent/family meetings.

**Parent conferences for children are scheduled by the site supervisor for the fall and spring semesters.**

**Teachers will send out notices regarding the specific times. Adjustments will be made should we need to rotate closures at each site or if family are unable to attend on the assigned day/time.**

**Relationships with parents**

Each teacher learns about each child and his or her family members by name. It is also important that each teacher be able to identify people other than family members who are permitted to take children home. If we do not know the individual picking up the child, teachers/program office staff consult the Emergency Contact Information Notebook to match identification with driver's license or other picture ID.

**Family Arrangements**

The Lab School recognizes that all families are not structured the same and that some families may live apart due to a variety of circumstances. The teachers and staff are sensitive to the needs of children in these situations and will work to support the entire family. If needed, teachers provide duplicate information to accommodate both parents' need for information. If information is needed by the staff regarding custody, child pick-ups, etc., please talk with the parents and alert the site supervisor regarding the need for formal paperwork.

**Welcome to the Child Development Center**

Board Approval June 2018