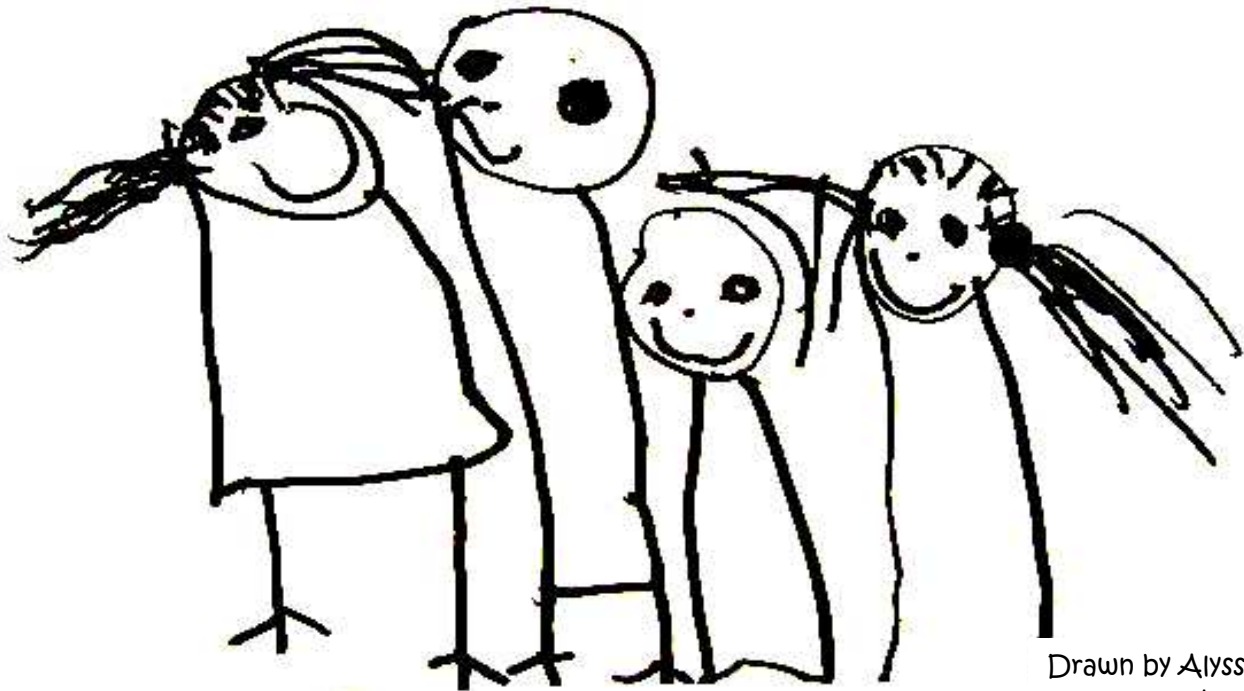


# PARENT HANDBOOK



Drawn by Alyssa  
Age 4

**Fresno City College Child Development Center**  
1621 East University Avenue  
Fresno, California 93704  
(559) 443-8618

**LICENSE #100406467**



**FRESNO CITY COLLEGE  
CHILD DEVELOPMENT CENTER**

*Dear Parents and Families,*

*Welcome to our Center. We are delighted you have chosen the F.C.C. Child Development Center for the care and early education of your child.*

*The following information in this handbook describes our program and policies. Most questions you have will likely be answered within these pages. Please take the time to **read the entire handbook**. You are held accountable for all written policies included in this document.*

*Please know that you can come to any of our staff with concerns regarding your child. We hope that you and your child will enjoy your time with us.*

*Sincerely,*

*The FCC CDC Staff*

*Fresno City College*  
*CHILD DEVELOPMENT CENTER*  
*PARENT HANDBOOK*

Table of Contents

Welcome Letter	
Program Philosophy, Goals, and Objectives .....	1-4
- Philosophy .....	1-2
- Primary Goals .....	2
- Program Objectives .....	2-3
NAEYC Accreditation .....	4
Our Center Professional Staff .....	4-6
Our Developmental Program .....	6-9
- Emergent Curriculum .....	7
- Project Approach .....	7
- Primary Caregiving .....	7-8
- Inclusion .....	8
- Cultural Traditions/Holiday Policy .....	8-9
First and Second Language Development and Acquisition Policy .....	9-10
- Goals and Objectives .....	9
- Dual Language Learners and Family Support .....	9-10
Anti-Bias and Multi-Cultural Curriculum .....	10
Celebrations .....	10
Assessments .....	10-11
Community Collaborations .....	11
- Community Visits, Presentations and Media Releases .....	11
Visiting/Observing/Conferences .....	11-12
Transitioning of Children Between Groups .....	13
Parent Advisory Council .....	13
Funding .....	13
Admission and Eligibility .....	13
Enrollment Process .....	14-15
Fees and Procedures .....	15-17
Attendance Policies and Procedures .....	18-19
- Absences .....	18-19

Permanent Withdrawal from the Center .....	19
End of Summer Enrollment Policy .....	19
- Transition to Kindergarten Ceremony .....	19
Holiday Schedule .....	19
Forms to be Completed by Parents .....	19-20
Parent Responsibilities .....	20-21
After Hours Pickup .....	22
Child Custody .....	22
Daily Procedures .....	22
Cell Phones .....	22
Classroom Schedules .....	23
Clothing and Personal Belongings .....	23-24
- Toys .....	24
Outdoor Play .....	24
- Outdoor Policy .....	24
Field Trips .....	25
Nap Time .....	25
Nutrition Health and Safety .....	25-27
- Nutrition .....	25-26
- Special Dietary Needs .....	27
Illness & Injury .....	27-30
Medication .....	30
Diapering .....	30-31
Head Lice .....	31
Child Abuse Reporting .....	31
Emergency Planning .....	31-32
Discipline & Guidance .....	32-33
- Problem Solving .....	32-33
Supervision of Children .....	33
Resources .....	33
Non-Discrimination/Religious Instruction .....	33
Parent Expectations .....	34
Dismissal from the Program with Same Day Notice .....	35
Dismissal from the Program .....	35
Complaint Procedure .....	36
Appendices	

## Fresno City College Child Development Center

### PROGRAM PHILOSOPHY, GOALS, AND OBJECTIVES

The Fresno City College Child Development Center has been serving the community since 1987. The Center is an integral part of the Division of Social Sciences at Fresno City College and functions as a lab for the Child Development Program (See Appendix A). The Center is state licensed (#100406467) and provides child care, early education, and early intervention for children from 24 months to five years of age.

### Philosophy

Our approach to early education stems from the work of developmental theorists who view children as competent, unique individuals who grow and learn through exploring and investigating the world around them and others in it. Our practices are centered around children's interests, the project approach, and the National Association for the Education of Young Children (NAEYC) Program Standards.\* Our Early Intervention (EI) program adheres to best practices from the California Department of Developmental Services (DDS) Early Start Personnel Manual.

Child-Centered means our program is here to meet the real, authentic needs of children, allowing them the freedom to be children, and put their physical, emotional, and intellectual well-being first. We believe children learn best through fully inclusive play and social interactions. Our main goal is to nurture children and help them grow and develop.

The role of the teacher is to be a partner/facilitator in the teaching and learning process with the child, by creating learning opportunities for children to achieve their full potential.

We view the environment as the "third" teacher. Both indoor and outdoor environments are a part of the learning space. Our indoor space is reflective of home - flexible, creative, and interesting. Within this setting, children are taught to respect and care for the environment, each other, and their work. This allows for self-direction and freedom to follow their own interests, which are powerful motivators for learning. Our learning environments reflect and celebrate the value and diversity of each child's culture and ethnic background.

Our outdoor environment is an extension of indoor learning and holds its own unique learning possibilities.

\* For more information about our national association, please visit [www.naeyc.org](http://www.naeyc.org)

We are always happy to discuss our philosophy and the individual needs of your child. We avoid talking about children when they are present, however feel free to call for an appointment to talk with your child's teacher or one of the Coordinators (Directors).

### Primary Goals

The two primary goals of the Child Development Center are:

- To provide a demonstration lab for the Fresno City College Child Development Department - Our Center provides an ongoing and professionally updated on-site research-based teaching facility for students pursuing a career, state permit, associate's degree, or transfer courses in Child Development, Early Intervention, Family Child Care, Foster Care, Early Care and Education, as well as Elementary Education.

The Child Development Center has developed a wide array of methods to actively support the professional development of teachers and future teachers. Fresno City College students enrolled in campus child development courses are active participants in the observation, documentation, and assessment of all children enrolled in our Center. As a resource for fieldwork and research, Child Development faculty may study children, student teachers, curriculum, intervention strategies, and classroom processes. Linking theory and practice, the Center provides students with relevant observation and practicum experiences. As a model of child development professionalism, we are dedicated to children and open to growth and change. Providing an educational environment for college students keeps our staff informed of the latest trends in the field of Child Development/Early Childhood Education.

- To provide a model children's program - Our Center is dedicated to providing a safe, inclusive, and rich learning environment for young children and designed to meet their individual needs in a developmentally appropriate and culturally sensitive manner. Based on the latest child development research, the teaching team plans experiences that represent and reflect a commitment to children's positive growth socially, emotionally, physically, cognitively, and creatively.

### Program Objectives

- To provide a school where a child is nurtured in a caring and stimulating environment.
- To provide safe, reliable, inclusive, and culturally relevant child care and early intervention services in partnership with families and their young children.
- To foster communication and promote relationships that build upon the cultures of families and to promote respect and cross-cultural understanding among children, families, and teachers.

- To provide children with nutritious foods, and promote healthy eating habits.
- To provide appropriate learning experiences that contribute to a child's social, emotional, cognitive, and physical development.
- To support the development of pro-social skills, the building of friendships, empathy, and an atmosphere of cooperative play.
- To teach children to form positive relationships, resolve conflicts, learn self-discipline, and show respect for others.
- To foster awareness of the child's sense of self, positive racial identity, and gender identity.
- To nurture self-esteem, interdependence, and promote self-help skills.
- To provide assistance as children grapple with their own behavioral impulses, explore social relations, and provide limits as appropriate.
- To promote respect and understanding of others, acceptance of others' ideas, and offer ongoing guidance in thinking about differences (cultural, physical, language, neurological and traditions) as children and the adults who live and work with them explore questions together.
- To offer families opportunities to join a community with others to share the joys and challenges of parenthood; to learn from one another, offer support, guidance and resources, and to join in mutual celebrations.
- To provide opportunities for all families (from diverse family structures, traditions, languages, cultures, and those with challenges and special needs) to engage in dialogue, education, and to promote family and child advocacy.
- To offer students a program model in which to apply their knowledge about children, families, and child development; and put that knowledge into practice in a richly diverse setting that supports children and their families as members of the learning community.
- To provide appropriate learning experiences which support all children's sensory processing style and diverse styles of navigating the classroom, cognitively physically, socially, and emotionally.

## NAEYC ACCREDITATION

The Child Development Center continues to strive to maintain the high standards set forth by the National Association for the Education of Young Children (NAEYC).

As part of the accreditation process, parents and our Early Childhood Education professional teaching staff evaluate the program annually. The results are then compared to the NAEYC and the State of California Child Development Department Professional Standards.

The accomplishment of accreditation is our commitment toward continued evaluation and improvement of the program. This is a validation of our pledge to provide the highest quality program.

## OUR CENTER PROFESSIONAL STAFF

The Fresno City College Child Development Center (FCC CDC) permanent teaching staff consists of ECE Specialists, Early Interventionists, and ECE Associates. Permanent staff are required to have a Child Development Permit or an equivalent Early Childhood Education Credential, plus practical group experience with young children. In addition, all permanent teaching staff have completed at least an Associate of Science degree in Child Development (or equivalent). The EI staff is appropriately credentialed and licensed according to California's Early Start criteria.

Associate teachers are college students who are employed as student aides in order to receive high quality on the job training. They may have 9-24 units in Child Development.

According to California Licensing Title 22 Regulations\*, all teaching staff are required to have a fingerprint/criminal record clearance.

As a training institution, we have student teachers who are enrolled in our Child Development classes. These students work with the children alongside our Center staff.

The program director team is made up of two faculty members who serve as Instructor-Coordinators. This team oversees child development lab students and manages the day to day operations of the center. A Master's degree in Early Childhood Education (or equivalent) is required.

Volunteers who complete an *Application for Volunteer Service* do essential tasks without monetary compensation. They are under direct supervision of a qualified staff member and may or may not have child development units.

\*California Licensing Title 22 Regulations  
California Code of Regulations, Title 22, Division 12, Chapter 1, Article 3, Section 101170. Criminal Record Clearance



When absences occur in our program, we review staffing schedules and make adjustments. Only qualified substitutes cover absent teachers. When an Instructor/Coordinator is away from the premises, a qualified permanent staff member who has at least a Child Development Site Supervisor Permit is asked to be in charge or a substitute is assigned by the Dean.

**Instructor/Coordinators:**

Deborah L. Lewis	M.A. Early Childhood Education B.A. Business Administration Program Director Permit
------------------	---

Estefana Antonio	M.A. Early Childhood Education B.S. Child Development Program Director Permit
------------------	---

**Early Intervention Instructor/Coordinators:**

Dannette Isom-Norman	M.S. Marriage and Family Therapy B.A. Sociology (Specialized in Infant and Preschool Mental Health) Licensed Marriage and Family Therapist
----------------------	---

Harmony Negrete	M.A. Speech and Language Pathology B.A. Communicative Disorders Licensed Speech Pathologist Clinical Rehab Services Credential
-----------------	---

**Early Childhood Education Specialists:**

Sheila Collins	B.A. Liberal Studies (Emphasis: Child Development) A.A. Liberal Studies Site Supervisor Permit
----------------	---

Kathy Ervine	A.S. Child Development (equivalent) A.S. Legal Secretaryship Site Supervisor Permit
--------------	---

Mary Mattern	B.S. Child Development Practitioner Option A.S. Child Development Site Supervisor Permit
--------------	---

Panhia Yang ( Provisional)	B.S. Child Development Site Supervisor Permit
----------------------------	--

### Early Childhood Education Associates:

Jocelyne Bonilla (Provisional)	A.S.	Early Childhood Education
Ellen Chernekoff	B.A. A.S.	Early Childhood Development Child Development Site Supervisor Permit
Terri Clement	A.S.	Child Development (equivalent) Site Supervisor Permit
Tammy Gallagher	B.A. A.S.	Child Development Child Development Site Supervisor Permit
Stephanie Gamez	A.S.	Early Childhood Education
Maria Petrogonas	A.S.	Child Development

### Office Support Staff:

Tanya Pryor	Accounting Tech I
Ruthann Van Buren	Office Assistant

### OUR DEVELOPMENTAL PROGRAM

Parents may see a three-year-old neighbor recite the alphabet while a young niece performs her repertoire of assorted academic skills. The parents of these children have something tangible to prove to themselves that their child is really learning. At our Child Development Center, there is a different type of learning taking place. The variety of skills the child acquires is partly based on long-range goals and sometimes lacks that visible quality which permeates the typical preschool curriculum. Having a variety of experiences is important for children. The opportunities to climb structures, ride bikes, and explore sand and water are important and enjoyable activities. As children discover the world of books and dramatic play and participate in music and movement, they expand their knowledge of the world around them. When children create with blocks, manipulative toys, art and carpentry, they focus on developmentally appropriate tasks. This curriculum is available daily and yet it is not the core of our program.

Our program is designed to stimulate a child's social, emotional, physical, and cognitive development. There is a primary focus on social development, for this is the foundation for successful learning and life experiences. A schedule of the daily instructional program is posted in the classrooms. Our environment includes age-appropriate activities in:

- Creative Activities
- Music Experiences
- Literature and Story Telling
- Individual and Group Physical Activities both indoors and outdoors
- Socio-Dramatic Play
- Math and Science Activities
- Language Development, including Vocabulary Development, Reading, Writing, and Reading Readiness Activities
- Nutrition Education

### **Emergent Curriculum**

By observing children at play, the teachers can identify current interests demonstrated through their curiosity. The child inspired topics are then included in the daily curriculum while the children's interest continues.

### **Project Approach**

Our Center implements the Project Approach. As observed by Lillian Katz, "The Project Approach to early childhood education is one that incorporates project work as an important part of the larger curriculum. A project is an in-depth investigation of a topic - ideally one worthy of the children's time and energy. In the course of these investigations, children are encouraged to formulate questions to be answered by the investigation, to make predictions about what the answers might be, and to compare their findings with those predictions. The children are also encouraged to represent their ideas, theories, hypotheses, and predictions using a wide variety of media such as drawing, role-playing, and making models."

Pictorial documentation, found throughout the Center, is used to support the Project Approach as well as provide a visual record of our children's daily processes.

### **Primary Caregiving**

Our Center promotes a system of care referred to as Primary Caregiving, which encourages the development of close relationships between teachers and young children.

The Primary Caregiver: 1) Is responsible for a particular small group of children for a significant part of each child's day; 2) Cares for the children in their group during most of the routines of the day (greetings, meals, naps, indoor and outdoor play, tracking your child's development); 3) Builds a relationship through routines and other

activities with each child; 4) Is the person your child turns to when in physical or emotional need while in our care; and 5) Works closely with each child's family to develop a partnership, beginning at the time of enrollment.

The teachers of children in the Red Room have been trained by the Program for Infant and Toddler Caregivers (PITC). PITC offers specialized training to teachers of infants and toddlers, promoting social-emotional development via individualized care, primary caregiving, small groups, and continuity of care.

### **Inclusion**

Embracing and celebrating similarities and differences in the lives of children and families permeates our program philosophy, goals, and objectives. An intentional result surfaces, as we commit ourselves to all children in our program, including those with and without identified disabilities.

We have partnered with Central Valley Regional Center (CVRC) to provide Early Intervention services for toddlers with identified disabilities. In order to participate in the program, a child will be referred by CVRC and eligible for Early Start services. Toddlers who are qualified are fully included in our Red Room and Blue Room.

### **Cultural Traditions/Holiday Policy**

Our child-centered approach to learning and meeting the individual needs of children is infused into every aspect of our work, including our goal to honor the cultural diversity and individuality of children and families. This goal framed the creation of our Cultural Traditions/Holiday Policy.

We strive to honor children's cultural traditions/celebrated holidays for the following reasons:

- To promote connections and support the experiences of children, their families, and staff in the program;
- To celebrate both similarities and differences in children's lives, thus promoting acceptance thereof;
- To stretch children's awareness and empathy; and
- To teach children to think critically about anti-bias and promote activism.

Because cultural traditions/celebrated holidays vary from family to family, and are experienced first in the context of a child's home environment, our program will honor those days or events that are important for the children in individual classrooms via parent participation, with program approval.

As we approach a cultural tradition or holiday your family celebrates, please discuss with your child's teacher your interest in visiting the classroom to share a family or cultural tradition/holiday. S/he will share your information at their teacher's meeting, and upon acceptance, teachers will incorporate your presentation into their curriculum plan. Please share your request with your child's teacher at least three

weeks in advance of your planned presentation, to give teacher's time for review, acceptance, and planning. Prior notice and acceptance of your plan is required.

We require that presentations be: age-appropriate, culturally sensitive, and nutritionally sound (if food is involved-see our nutrition policy); free of violence, including guns and other weapons, and stereotypes. Presentations may not: contradict our program philosophy, conflict with classroom or program curriculum, scare/upset children or cause general anxiety, or be perceived as a negative experience for children. Our teachers are an excellent source of guidance.

We invite you to have a conversation with one of your child's teachers about making a presentation, and contact us with questions or concerns. We appreciate your active participation in our program.

### **FIRST AND SECOND LANGUAGE DEVELOPMENT AND ACQUISITION PHILOSOPHY**

Language is key to every child's success, socially and academically. Research tells us that parents and teachers are crucial to children's success in acquiring their primary language and second language (Wong-Fillmore, Lily, and Catherine El Snow, 2000). Language development is the foundation for literacy, other academic skills and social interactions that affect how children relate to one another.

Fresno City College Child Development Center believes that in working closely with parents, developmentally appropriate language development techniques can be facilitated in classrooms serving children 2-5 years. The language activities presented in the classroom will be research-based and culturally relevant. Creating partnerships with parents is necessary to honor the child's culture and provide consistency from home to school.

#### **Goals and Objectives**

FCC CDC will:

1. Provide an environment which honors children's first language and also strives to make gains in second language acquisition.
2. Promote ongoing professional development for staff in many areas of early childhood education teaching and learning, including knowledge in first and second knowledge development.
3. Make every effort to hire staff fluent in languages other than English represented by families enrolled at the Center.
4. Appreciate the diverse cultures and languages of our families, as we realize that being bilingual is an asset, and your input in our program's curriculum is valued and crucial to the success of our children.

#### **Dual Language Learners and Family Support**

Parents and staff will build a strong partnership on behalf of the children enrolled. The home language will be valued and parents will be encouraged to speak their primary language at home. Center staff will make great effort to communicate to

parents in their home language. If a staff member cannot speak the language, an interpreter may be made available. The various forms of communication such as parent meetings, forms, newsletters, signs, notices and center activities shall be provided in primary languages of children and families (in addition to English) when necessary and possible, if appropriate interpretation is secured.

### **ANTI-BIAS AND MULTI-CULTURAL CURRICULUM**

The teaching staff focuses on an anti-bias and multi-cultural approach, and is committed to a non-racist, non-sexist, and non-ableist curriculum. Care is taken to make sure that books, music, toys, materials, and the whole environment reflect a sense of diversity and non-stereotypical roles. Although we may focus on cultures from time to time, we do not have religious instruction or worship included in our program.

### **CELEBRATIONS**

Children enjoy celebrating special events with school friends. Celebrations are kept simple. We recognize each child's birthday with a birthday crown, singing, and hugs. We **ENCOURAGE** healthy treats such as fresh fruit, muffins, juice popsicles and other natural food snacks. Before bringing in a treat please discuss this with your child's teacher. **Please do not bring chocolate and preferably limit nuts, sugar, and milk, due to allergies. According to the NAEYC accreditation standards any food brought to school for the children must be store bought and pre-packaged. We cannot serve home-made treats to the children.**

### **ASSESSMENTS**

In order for us to offer the best learning program for the children, a **Developmental Profile** is administered after sixty days of enrollment. The results of this assessment will assist teachers in the planning of the curriculum. It is administered twice a year. A conference between the child's parent and teacher will follow.

A **Developmental Summary** is written to reflect the findings of the assessment. These summaries will be kept in the child's file and shared with parents. A photocopy will be available to parents.

By working together, parents and staff members will not only be able to provide an individualized program for children but also help them to develop an appreciation and lifelong love of learning.

The **Early Childhood Environment Rating Scale-Revised (ECERS-R)** and the **Infant/Toddler Environment Rating Scale-Revised (ITERS-R)** are used annually to complete a self-assessment of our program. Teachers administer the scales and compile a summary as to what the needs of the classroom are and how and who is going to address those needs in order to improve upon our program environment.

A **Parent Survey** is sent to parents to help evaluate and assess our Center. It is important to us to know what you think as this will help inform us of things we may need to do to enhance our program.

The Parent Survey, ECERS-R, ITERS-R, and Desired Results Developmental Profile (DRDP-2015) are all instruments to help us provide a quality program for your child.

### **COMMUNITY COLLABORATIONS**

The staff at the Fresno City College Child Development Center works closely with a variety of organizations and agencies to provide children and families with the most up to date services. Additionally, the network of collaborations with community agencies provide teaching staff with access to on-going professional development opportunities.

### **Community Visits, Presentations, and Media Releases**

At times, Community visitors and students from Fresno City College classes will come to our Center to present their talents to our children. Since we are primarily limited to on-campus field trips, it is nice that we can have community visitors who can introduce new experiences to the children.

Regarding media releases, often there are times when the Fresno City College news or public relations may want to publish articles in the local newspapers regarding the Center or the College's Child Development Program. Along with these articles, they usually want to take pictures or videotape the children at the Center. When you first enroll your child, there is a form that gives us permission for photographs and serves as a media release.

### **VISITING/OBSERVING/CONFERENCES**

No one is more needed in a child's life than the person he or she loves the most. You have the greatest power over his or her effort, growth, and destiny. Above all, you are your child's primary teacher.

The Center has an open door policy. Parents are invited to visit their child's classroom at any time. We prefer that only parents visit during the school day unless previously approved by the office. You may observe anonymously by using our observation windows, or participate wholeheartedly.

Parents with special skills, talents, or hobbies are welcome to share them with the children. We do ask that you schedule these visits with the teachers in advance.

We request that only one parent attend the Early Intervention sessions with their child who has been referred by CVRC. We also ask that siblings be cared for outside of the center due to space limitations.

Informal parent conferences will occur naturally on almost a daily basis. If you would like to discuss your child, or any aspect of our program, please call one of the Directors of the Center and/or one of your child's teachers. We will be happy to meet with you.

### **TRANSITIONING OF CHILDREN BETWEEN GROUPS**

The FCC CDC Staff is committed to supporting positive, continuous relationships with our families, but especially the close ties between teaching staff and their primary child groups. Our transition process begins with our youngest children, those entering the Red Room, in late July or early August. Our teachers in the Red Room schedule two "Family Day" visits, for all new families to be present at one time. This is a time for children and parents to meet their teachers and caregivers, as well as their new friends and their families, who will make up most of the Red Room Family.

Typically, children transition to new classrooms with lots of support from their current teachers, and after a number of visits have been made by the child's current teacher along with their friends. Children move as an entire classroom group from the Red Room to the Blue Room in late July/early August. Because the Red Room group is smaller than the other classroom groups, additional children are enrolled in the Blue Room, with the intention to have them start the new school year at approximately the same time. Generally, this is the first week of the Fresno City College school year. Children move from the Blue Room to the Green and Purple Rooms, depending upon several considerations, such as past parent/family relationships, previously established teacher-child relationships, child friendships, etc. All transitions are supported by the rich relationships we have with one another. We are a family.

As we value the time children invest in building relationships with their peers, and the continuity that has already been established, there have been years when we have moved the entire group of children from the Blue Room to the Purple Room. Please note: This is not always possible. We are happy to discuss decisions regarding transitions, classroom placement, and-as always- we welcome your suggestions. If you are interested in speaking with us, please let us know. We voice our appreciation in advance, and value your support.

### **PARENT ADVISORY COUNCIL**

The Fresno City College Child Development Center has an active parent group which meets monthly. All parents and guardians of enrolled children are invited to attend monthly meetings in order to provide feedback to the parent advisory council, teachers, and administrators regarding program evaluations, changes, and Center events/activities. Parents are also encouraged to volunteer to serve as a classroom representative. Please look for meeting dates and times in the parent newsletter and posted on classroom bulletin boards each month.



## FUNDING

The Child Development Center receives and accepts funds from tuition fees, grants, and other sources. The continued operation of the Center is financed on the same basis as any cost-effective childcare program. Our fees reflect the median childcare rates within Fresno County and include a once a semester registration fee and monthly tuition.

Federal Block Grant childcare slots are available for a number of children whose families may qualify for assistance according to family income and need. To receive state-subsidized childcare and development services, families shall meet eligibility and need criteria as specified. To be eligible for services, the child's parent(s) must live and/or work in the State of California. Eligibility shall be established if the family is income eligible. When the number of family members and the amount of family income has been determined, eligibility may be established by reference to the family fee schedule.

Need shall be established by the following priorities:

1. Child Protective Services;
2. The parent and any other adult counted in the family size or any of the following:
  - a. Employed.
  - b. Seeking employment.
  - c. Participating in a job training or education program leading directly to a recognized trade, paraprofessional, or profession.

**Any changes in income, employment, or training must be reported immediately** in order to remain compliant with federal guidelines. Failure to notify the program within 5 days may affect the child's FBG eligibility.

## ADMISSION AND ELIGIBILITY

Quality childcare services are available to families in the community without regard to race, color, creed, religion, national origin, or ancestry. Children ages 2 years through 5 years, 11 months (who are not yet in kindergarten) are eligible for enrollment.

In accordance with Title 22, Section 31221, children who are physically, mentally, and/or emotionally challenged may be accepted if it is determined that we are providing the least restrictive environment, and are the best placement option. Children will be retained if it is determined that (a) the Center is able to meet the individual needs of the child, and (b) there will be no adverse effect upon the needs of the other children. Ongoing assessments will determine whether each child's needs are being met by our program.

## **ENROLLMENT PROCESS**

When there are openings for enrollment, we contact parents from our waiting list. Families may apply to our waiting list during the months of June and December. **A waitlist application does not guarantee enrollment.**

When a family is selected from the waiting list, parents are given a tour of the Center and receive an enrollment packet to complete. This packet consists of all the forms required by the California Department of Human Services/Community Care Licensing. Also included is the Parent Handbook which, after reading, the parent must sign and return the last page. A signature will indicate an awareness of our program information. Along with the CDC enrollment packet and handbook, there will be a separate enrollment packet for those parents who are students receiving assistance from an alternative payment program (i.e. Federal Block Grant).

**Immunizations:** Upon examination of the child's immunization record, the immunization history should be up to date as per the California Department of Public Health's Guide to Immunizations required for Child Care. ([www.cdph.ca.gov](http://www.cdph.ca.gov)) The Center office needs documentation of the completed immunizations in order for the child to be admitted on the first day of enrollment. Starting January 1, 2016: Parents or guardians of children in any school or child-care facility, will no longer be allowed to submit a personal beliefs exemption to a currently-required vaccine. Please note: The immunization requirements do not prohibit children from accessing special education and related services required by their individualized education plans or programs (IEPs/IFSPs). If a family has a **medical exemption** from their child's physician, the completed Personal Beliefs Exemption to Required Immunizations must be submitted to the Center office prior to attendance. No other exemptions will be made. The specific language of Senate Bill 277 (Pan, 2015) is available at:

[https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201520160SB277](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160SB277).

Parents have thirty days from the first day of enrollment to have a physician's report form completed by a health professional.

Prior to enrollment parents will also need to schedule a minimum of two 1-hour classroom visits with their child. The classroom visits are for the benefit of both child and parent. It provides an opportunity for parents and the child to become acquainted with the teacher and the new environment. This helps make the transition much smoother for everyone involved. It is during this time that the application is reviewed to make sure it is complete, the registration fee is paid, and the tuition fee identified.

The use or disclosure of financial and/or other information concerning children or families will be limited to purposes directly connected with the administration of the Center. No other use of this information will be made without the parent's prior consent. Parents will have access to all information contained in their own child's file.

Toddlers (ages 24 months to 36 months) who are not potty trained will be enrolled into our toddler classroom. Additional fees will apply. New enrollees (ages 36+ months) must be potty trained as a condition of enrollment into our preschool classrooms. Children who have been identified and certified with a special need are exempt from this policy.

Families who are enrolled in the Early Intervention program may be eligible for full-time care outside of their scheduled EI session. The parent would use the same enrollment process as explained above.

### **FEES AND PROCEDURES**

1. The \$20.00 registration fee is due upon enrollment of the child and each Fall and Spring Semester thereafter.
2. Tuition fees are due and payable on the first day of each month in advance of care provided.
3. Daily fees are charged on a monthly basis to reflect the child's schedule. Daily rates are determined as follows: HALF DAY - up to and including 4½ hours per day; FULL DAY - over 4½ hours per day. There will be an additional charge for any time exceeding the contracted schedule. Any changes to the child's schedule must be pre-approved through the F.C.C. Child Development Center office.
4. Any fees encumbered are the responsibility of the parent.
5. Toddler fees will change to Preschool status when a child is completely potty-trained and the child moves to a Preschool classroom (Blue, Green or Purple Room). Verification is required by the lead teacher in the classroom.
6. When more than one child in a family is enrolled, the child with the highest fee will pay full tuition. All additional siblings will receive a 10% reduction of their tuition fees.
7. Fees will be waived for two consecutive weeks or two one-week blocks of vacation per calendar year only, not to exceed 10 days in the calendar year. A written notification (Vacation Form) must be submitted to the Center office at least two weeks in advance of the first day of planned vacation in order to receive this fee waiver. In addition, fees will not be waived for scattered vacation days.
8. The tuition fee will not be modified for absences due to short-term illness. However, a credit adjustment will be made for long term illness from the fourth day of the child's illness and until the he or she returns to the Center IF the Center office is contacted on the first day of illness. This credit applies only to children enrolled full-time, five days per week.

9. **No** refunds will be made from fees paid.
10. The Center will not provide account statements at the end of the year. If you wish to keep childcare account records for income tax or other purposes, please maintain a personal file of all billing. Many families take advantage of employer sponsored 125 Dependent Care Plans and may need claim forms signed by authorized personnel. The CDC Account Technician can provide required verification with a three-day advance notice.
11. A child will be dropped from enrollment if tuition fees are not paid on a regular basis.
12. There will be a charge (Fresno City College Business Office fee) on any check returned. Failure to pay within two weeks to the F.C.C. Business Office will result in an additional fee charged. After receiving two returned checks, the Business Office will only accept cashiers' checks or money orders.
13. Unpaid tuition balances may result in one or more of the following: referral to the District's collection agency, the holding of student records, the retention of financial aid, and the child's dismissal from enrollment at the Center.
14. **Children are expected to attend the Center during their contracted hours.** Any changes to the child's schedule must be submitted in writing to and approved by the Center office at least two weeks in advance of the requested schedule change.
15. Parents, who have alternative payment sources such as Federal Block Grant, CVRC, or another approved source of funding may be charged a co-pay when their child's attending schedule differs from the contractual schedule.
16. **An after hours charge will be billed at \$1.00 per minute after a ten (10) minute grace period.** This will be billed directly to parents on their monthly statement. **Three (3) occurrences of being ten (10) or more minutes late may constitute a drop from enrollment.**
17. Payments may be made:
  - By \*check or credit card at the F.C.C. Business Office located in the Administration Building on the Fresno City College campus.
  - By \*check mailed to the following address:

Fresno City College Business Office  
1101 East University Avenue  
Fresno, CA 93741

*\*Checks must have the Account Holder I.D. Number and "AR-220 Childcare payment" noted.*

- By credit card online as follows:
1. Go to [www.fresnocitycollege.edu](http://www.fresnocitycollege.edu)
  2. *Click* "Online Services"
  3. On new page, *click* "Forms Online"
  4. On new page, *click* "Online Fee Payment" under Business Office Forms
  5. On new page, *choose* "Child Care Payments" and *click* "Make a Payment"
  6. On new page, *fill out* information under Students Information
    - \*Student ID or SSN: *type* ID number found on statement
    - Student Name: *type* Parent's Name
    - Date of Birth: *type* Parent DOB in "xx/xx/xxxx" format
    - Email Address: *type* Parent's email address
    - Payment Amount: *enter* amount
    - Comments: *type* AR-220 Childcare Payment
  7. *Choose* Payment Type
  8. *Click* "Continue"
  9. On new page, *read* Terms and Conditions and *click* "Accept"
  10. On new page, *complete* Personal and Payment Information and *click* "Continue"
  11. On new page, *review* information and *click* "Accept"
  12. Remember to record and save your tracking number.
  13. A confirmation will be emailed to you.

## ATTENDANCE POLICIES AND PROCEDURES

Regular attendance is very important for your child. Their continuous presence helps to build trust. They learn to predict their schedule, which also enhances their skills toward understanding the concept of time. As a laboratory site for the Fresno City College Child Development Program, students depend upon the regular attendance of the children to complete their assignments. They may rely on seeing and working with certain children and frequent absences or erratic schedules can make it impossible for them to complete an assignment.

### Absences

Parents must notify the Center office and their child's teacher whenever the child is absent. Upon the child's return after an absence, an Absence Form **must** be completed and submitted to the Center office. Absence forms are available in the classroom and in the office.

Excused absences are defined as follows:

1. Illness or quarantine of the child or illness or quarantine of the parent
2. Family emergency
3. A reason that is clearly in the "Best Interest of the Child"

The type of illness (symptoms) must be clarified on the absence form. "*Illness*" or "*sick*" is not an acceptable notation as the reason for absence.

Definitions of "Family Emergencies" include automobile problems or lack of transportation, child unable to come to school due to circumstances beyond the parent's control and evaluated by the director.

"Best Interest of the Child" absences include court-ordered visitation with a non-custodial parent, visitation with other close family relatives as designated by the parent, other outside educational experiences, temporary closure of the Center due to a professional development activity for the teaching staff which will enhance the children's learning program, or closure of the Center due to unplanned circumstances. Each child is allowed ten (10) "Best Interest" days per year (July 1- June 30)

Unexcused absences will be determined if excuse does not include any of the aforementioned.

After three days of absence, parents will be called to inquire about reasons for absence. Ten (10) unexcused days of absence per year is grounds for termination from the program.

Early Intervention program families must notify the EI staff if they will not be attending their regularly scheduled session. After five (5) consecutive absences, the early interventionist will notify the CVRC service coordinator either by phone or by email. If the family makes a reasonable effort to regularly participate in the program

and keep the Interventionist informed in advance of unavailability, the family may return to the program.

### **PERMANENT WITHDRAWAL FROM THE CENTER**

The Center must be notified **in writing** two weeks in advance of a child's permanent withdrawal from the Center, during which regular tuition fees will be charged.

### **END OF SUMMER ENROLLMENT POLICY**

Our program is not designed to meet the needs of children enrolled in kindergarten. Therefore the last day of enrollment for those entering kindergarten will be the last Friday in July.

### **Transition to Kindergarten Ceremony**

A ceremony is planned for those children going to kindergarten. We join with families and friends to honor the children who are leaving. We want each family to celebrate the time they spent at the FCC Child Development Center. The program avoids a ceremony that puts pressure on the child to perform and plans age-appropriate activities.

Parents are invited to assist with the planning, preparing, and implementing of this event.

### **HOLIDAY SCHEDULE**

Our calendar year reflects the same holiday schedule as Fresno City College. We are closed for most major holidays along with one to two weeks in December for Winter Break. We may close the Center for a staff development day during the year. This will be preplanned with plenty of notice for parents to arrange other childcare.

### **FORMS TO BE COMPLETED BY PARENTS**

The following forms frequently used forms are available in the FCC CDC Office. Additionally, the first five forms below are available online on the Fresno City College Child Development Center Blackboard site.

- Parent Communication Form - Any general information related to the care of the care of the child including schedule changes of less than one week. If a permanent change in schedule is needed, please use the Attendance Change Form.
- Absence Form - Upon the return of the child after an absence. The reason(s) for the absence must be clearly identified.

- Leave of Absence Form - When the child will not be attending the Center during a break between semesters. This needs to be received in the Center office at least two weeks prior to the beginning of the requested leave.
- Vacation Form - At least two weeks prior to any requested vacation time, as per Center policy.
- Medication Release and Chart - When the child requires doctor-prescribed medication enabling Center staff to administer the medication.
- Attendance Change Form - When a schedule change is needed for a week or more.
- Spring/Summer/Fall Enrollment Update - These forms are sent out to parents twice per year requesting the child's schedule for the subsequent semester. Forms must be returned by the deadline stated on the form to guarantee future enrollment.

## **PARENT RESPONSIBILITIES**

The Fresno City College Child Development Center strives to provide your child with quality childcare in your absence. To meet your child's needs, it is necessary for us to communicate openly and closely. Your child will feel more secure and comfortable if the trusted adults in his or her life have a warm rapport.

In order for the program to meet your child's needs, our staff will need the following:

1. An up-to-date work and/or class schedule and a telephone number, cell phone number, and/or pager number for each parent. **This must include the location and contact number of at least one parent at all times that the child is at the Center.**
2. The name of a contact person in your work place who dependably relays messages in your absence.
3. Written notification of any changes of personal information, such as telephone number, address. Please provide a pager number and/or cell phone number, if available, for emergencies.
4. The parent should communicate any changes in a child's behavior due to stress, crisis, or illness in the family. Every comment will be treated with the utmost confidence. While we respect your right to family privacy, we are able to respond appropriately if we know the cause of the child's behavior (or your best guess!).
5. The child's belongings should be taken home each day. Please pick up . . .
  - Everything in the child's cubby except a clean change of clothing.
  - All soiled or wet clothing.



- The precious pieces of your child's creative activities and crafts. We know you enjoy your child's effort and success as much as we do. Remember, a child's success in play gives him or her confidence to try more complicated activities as he or she grows.
6. The parent or responsible person must sign the attendance sheet with a legal signature and the exact time, legibly printed, when the child is brought to and picked up from the Center. When late, a reason must be noted on the sign-in sheet. For insurance and staffing purposes, children are expected to attend the Center according to their contracted schedule.
  7. We expect that parents who are attending their child's Early Intervention session be supportive of their child's engagement with the classroom's social and interactive experiences and activities, large and small muscle experiences, speech and language activities. We expect that parents will be supportive of the friendships their child will develop.
  8. No child will be released to anyone who is presumed to be under the influence of any substance or is acting erratically. District Police and/or Children's Protective Services will be contacted along with the emergency contact person.

A parent may authorize another person to pick up their child by:

1. Listing the authorized person on the child's emergency card.
2. Giving written and dated notice to the child's teacher and program coordinator authorizing the child's release to someone else. This can be done in written form at least 24 hours in advance.
3. A phone call. A call may be accepted if you talk to the director or the primary teacher of your child. This is a worst case scenario and FCC CDC staff reserves the right to refuse permission to release a child based solely on a phone call. Your child's safety is our top priority.

Any person being asked to pick up the child must be added to the child's emergency card in the classroom and the child's file in the front office. Any individual having authorization to pick up a child from our Center must be a responsible adult, at least 18 years of age who will be required to present a valid California Driver's License or a DMV-issued California Identification Card. No child will be released to an unauthorized person even if the child knows the person.

Under California law, a child needs to be restrained in a safety seat if under nine years of age or weighing less than 90 pounds while in a moving vehicle. The Child Development Center is not in a position to provide or loan safety seats. It is a parent's responsibility or their designated authorized pick up individual to ensure that the children who leave the CDC are in the required car seat. (See Appendix C)

## AFTER HOURS PICKUP

The following procedures are done when a child is not picked up by closing time:

1. All possible contacts are called on the child's emergency card.
2. If there is no one available, District Police are contacted and they, in turn, will call Child Protective Services.

Transition times for young children need to be consistent. For some children, it could become a traumatic experience if they are not picked up on time. Please call if you know you will be late and we will tell your child. Our teachers also have child care schedules to adhere to. They are charged extra fees if they are late and their childcare is also jeopardized. Please note that you have a ten-minute grace period. After ten (10) minutes, an extra charge by the minute is charged to your account. Three (3) occurrences of being ten (10) or more minutes late may constitute a drop from enrollment.

## CHILD CUSTODY

We are legally unable to refuse visitation or the privilege of picking up children to a parent **unless we have a certificate of custody or a restraining order** from the legal guardian with physical custody. It is the parent's responsibility to furnish a copy of the court order for the child's file and for District Police.

If there is shared custody, it is the responsibility of the parent who enrolled the child to make sure Center policies are followed.

## DAILY PROCEDURES

Each child must be accompanied by the attending adult or parent to the child's assigned room. The parent must sign the child in with a legal and legible signature consisting of the first and last name of the parent or responsible person and the exact time of arrival (and departure).

California state law requires that children receive a daily health check upon arrival at the Center. Parents are required to remain until the child is accepted.

The teacher is able to help and support the parent if events or problems are communicated. Please feel free to hand the teacher a note about any issue that is particularly stressful for the child. A follow-up appointment or telephone call can be very helpful.

## CELL PHONES

In order to facilitate communication between parents and teachers at the beginning and the end of the day, please refrain from talking on your cell phone while in the classroom or on the playground. (See Appendix D)

## CLASSROOM SCHEDULES

During the hours of operation, teaching staff work to minimize transitions within the day. Children who arrive in the early hours or stay until closing will combine with other classrooms to ensure appropriate teacher-child ratios are maintained. They will vary according to the needs of children and weather/climate. Each schedule is designed to enhance optimal growth physically, emotionally, socially, and intellectually. (See Appendix E)

## CLOTHING AND PERSONAL BELONGINGS

Some articles your child need are:

- A light blanket and cuddly if needed for nap time. (Blankets need to be taken home at the end of each week and laundered.)
- Sunscreen or sunblock with UVB and UVA protection of SPF 15 or higher.
- Warm clothing when necessary.
- Appropriate shoes like tennis shoes (better for climbing and running). For safety reasons, flip-flops or sandals without back straps cannot be worn at the Center.

All children should wear loose, comfortable clothing appropriate for active, involving experiences. Each child will be indoors and outdoors and in or near potentially messy activities. Please avoid any article of clothing that is not washable or easy for children to take off and put on.

All clothing and personal items must be labeled with the child's name in clear print. A laundry marking pen or labels available at fabric shops are recommended. We cannot be responsible for lost items if unlabeled.

Each child should have at least one change of clothing including socks, underwear, and an extra pair of shoes (if possible) in his or her cubby. Please do not admonish your child to "Stay Clean." This will put too much restriction on his or her choice of activity. We will try not to use anything that will not come off in the washing machine or bathtub (in at least three washes).

Older clothing is the best choice.

Occasionally your child may return home in borrowed clothing from our Center and with his or her items in a plastic bag. Please launder and return our clothing for another child to use. THANK YOU!

## Toys

We allow children to bring personal belongings to share such as seashells, pictures, and books. Please make sure the child understands they will be shared. PLEASE DO NOT BRING TOYS TO SCHOOL. We cannot be responsible for broken, borrowed, or lost toys.

The child will have no use for toy guns or weapons in our program because he or she will be involved with friends at school, not enemies. Toy weapons frequently frighten other children, even in play. Many other modes of play will offer your child avenues to express emotion or power.

## OUTDOOR PLAY

The National Association for the Education of Young Children statement on Developmentally Appropriate Practice states that outdoor experiences should be provided for all young children through age eight, on a daily basis. Because their physical development is occurring so rapidly, young children should go outside daily to practice large muscle skills, learn about outdoor environments, and experience freedom not always possible indoors.

## Outdoor Policy

1. All children will go outdoors daily for at least 20 minutes. This time may be spent on the playground and/or on a walk. The outside time is an integral part of the curriculum. Children not well enough to go outdoors are probably not well enough to be in school.
2. Parents are requested to provide caps, mittens, sweaters, coats, etc. for their children if needed.
3. Circumstances which might preclude daily outdoor play are:
  - \_ Chill factor below freezing (32° F) at the time the children go outdoors.
  - \_ Steady rain or downpour. Length of stay outdoors will be adjusted on drizzly or snowy days.
  - \_ During severe weather warnings or watches.
  - \_ During times when the air quality is unhealthy for sensitive groups (an air quality index reading over 100).
4. On days when circumstances do preclude going outdoors, opportunity for large motor activity and/or walks within the buildings will be provided.

## **FIELD TRIPS**

Field trips are an integral part of the curriculum. Children will participate in walking field trips after the child has adjusted to the Center.

Walking trips to the campus library, greenhouse, cafeteria, dance studios, and sports facilities are a few of the experiences teachers plan based on children's emerging interests. In addition, teachers take advantage of seasonal cultural events which take place on campus in order to support children's exposure to diverse celebrations. Teachers post signs in the classroom notifying parents of upcoming trips. Parents are always invited to attend with their child.

## **NAP TIME**

Nap time takes place from 1:00 p.m. to 3:00 p.m. Children are allowed to bring books, dolls, or stuffed animals to their cots.

Teachers may offer to read stories to children on their cots and/or rub their backs. There are always adults supervising during nap time.

Children are encouraged to rest but are not forced to sleep. If the center's nap schedule interferes with a family's night-time routine, parents are encouraged to speak to their child's teachers in order to identify a solution. We will work with the schedule within reason regarding the child's and the family's needs.

In order to minimize disruption in the classroom and allow children to rest uninterrupted, we would prefer that parents schedule pick up time outside of nap hours.

## **NUTRITION, HEALTH, AND SAFETY**

### **Nutrition**

The Center provides breakfast, lunch, and an afternoon snack for all children. According to the Child and Adult Care Food Program Agreement, "All children in attendance at approved sites will be offered the same meals with no physical segregation or other discrimination." During meal times, children sit together with adults at the tables. Children are encouraged to eat, but never forced to eat. Food is not used as a bargaining tool, nor for punishment, nor to ridicule.

Meal times offer meaningful "teachable moments," and are not excluded from our philosophical framework, where our goal is to promote child-centeredness and problem solving in every aspect of our work with young children. In an effort to be sensitive to children's developmental levels, and in deference to equity and fairness to all: meals, snacks, or special utensils from home are not permitted. Exception: when it is necessary to accommodate a special physician-documented dietary need (please see Special Dietary Needs in the section below). Families who are vegetarians may request in writing that a vegetarian entrée be prepared. Please review the menu

provided in the application packet, so that you are informed of the meal patterns your child will experience. Our menu rotates with the seasons to include seasonal vegetables and fruits. In addition to tasty, wholesome meals, there will be a developmentally appropriate program of nutrition education, as determined by the classroom teacher, which includes cooking experiences carried out by the children. Interesting, fun, tasty experiences with food preparation will help set good nutritional habits for future years as well as teach principles of science and math.

Part of our role is to promote healthful eating choices just as you do at home. All meals and other foods served at the Center reflect a nutrition philosophy consistent with the U.S. Dietary Goals and follow regulations of the Adult and Child Care Food Program and the Department of Social Services, General Licensing Requirements.

Please do not send gum, candy, juice, or snack foods to school with your child. We are actively teaching that other flavors besides sweets are wonderful.

Monthly menus are posted in each room and may change according to program needs.

Because we participate in the Child and Adult Care Food Program, please note: "The U.S. Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the basis of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html) or at any USDA office, or call (866) 632-9992 to request the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at [program.intake@usda.gov](mailto:program.intake@usda.gov).

Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

## Special Dietary Needs

Any special diet problems or allergies should be discussed with your child's teacher and noted on your child's emergency card. If your child has a special dietary need, please note that we cannot provide a food substitute unless we have documentation from a physician.

"Due to medical or other special dietary needs, some children participating in the Child Care Food Program are unable to eat or drink components required by the meal pattern. Federal regulations require the childcare provider to obtain a written medical order from a **RECOGNIZED MEDICAL AUTHORITY** that specifies food or foods to be omitted from the child's diet and the food or choice of foods that may be substituted. The medical order must be kept on file at the child care facility."

## ILLNESS & INJURY

The Center will keep accurate emergency contact information for each child. These records include our authorization of who should be called in case a child becomes ill or injured and the parent cannot be reached. It is the parent's responsibility to keep these records current if addresses, telephone numbers, or any other relevant information changes. Additionally, we suggest that families utilize the "Comments" section on the classroom daily sign-in sheet to communicate any changes in typical routines in addition to standard forms completed in the office. In an emergency situation, the teachers will use the sign-in sheet and the emergency card to contact the appropriate family member

If an illness prevents the child from participating comfortably in activities, or creates a greater need for care than the staff can provide without compromising the health and safety of other children or if a child's condition is suspected to be contagious and requires exclusion as identified by public health authorities, then the child is made comfortable in a location where she or he is supervised by a familiar caregiver. If the child is suspected of having a contagious disease, then until she or he can be picked up by the family, the child is located where new individuals will not be exposed.

The program follows these practices. If a child becomes sick or injured while at the Center, the staff will:

1. Notify the parent. If you are a student, the District Police will assist in contacting you in your class using your class schedule. This is why it is important to keep your schedule updated and current.
2. Contact the school nurse if consultation is needed.
3. Call District Police immediately if your child has need of emergency medical attention. District Police will in turn assess the situation and call the school nurse and ambulance if necessary.
4. Contact the authorized alternate on the emergency card.
5. Contact the child's physician, if determined to be necessary.
6. If the child is not picked up within two hours of parent notification, the staff may transport the child to the parents' designated hospital emergency room. **The parent is responsible for any charges incurred.** In such emergency cases, the parent will be notified immediately and will be asked to meet the staff member accompanying the child at the emergency room.
7. For minor accidents, such as a skinned knee or small bump, the teachers and the director will assess the situation. The child will be treated with a cleansing of the area affected, maybe an ice pack, and a lot of tender loving care.
8. An accident report will be completed for any injury received by the child while at the center. The parent will be asked to review and sign the report when the child is picked up. The parent will receive a copy of the report.

If your child has been exposed to a contagious disease, please notify the director of the program and/or the teacher. The staff will be able to observe your child for any symptoms just as you do at home.

If there is a major communicable disease outbreak, any non-immunized children will be asked not to attend until the period of contagion is over.

Close communication between parents and teaching staff can also prevent contagion to the other children. We will notify you if your child has been exposed to a contagious disease. We will make every effort to protect the health of all our children.



**A sick child belongs at home where he or she is most relaxed and comfortable. Parents must make other arrangements for care. Our policies regarding specific symptoms are:**

1. Fever of 100 degrees or higher - Children with fevers will be excluded from the Center until they have been free from a fever for 24 hours or we have a clearance signed by a physician.
2. Diarrhea - A child with two or more diarrhea stools in less than one hour will be excluded from the Center until he/she has been free of diarrhea for a 24-hour period or we have clearance signed by a physician.
3. Green Nasal Discharge - A green discharge is normally symptomatic of an infection of the sinuses. The child will be excluded from the Center until he/she has been treated with medication and has a clearance signed by a physician.
4. White or Yellow Discharge from the Eye(s) - A discharge of this type can be symptomatic of conjunctivitis (pinkeye). The child will be excluded from the Center until he/she has been treated with an antibiotic for at least 24 hours and has a clearance signed by a physician.

Other symptoms that indicate that a child belongs at home are:

- Vomiting within the previous 24-hour period.
- A heavy, non-clear nasal discharge.
- A constant cough or sore throat.
- Fussy, cranky, and generally not himself or herself.
- A skin rash appears, excluding diaper rash.
- Symptoms of a possible communicable disease.

Following an illness, a child may return to the Center when:

- He or she has recovered from a cold.
- He or she has been free from a fever for twenty-four hours.
- 24 hours has elapsed since the last diarrhea stool.
- Your child's doctor determines that a nasal discharge is due to allergies and that no infection is present. The physician must furnish written clearance for the child to return to school.

- Your child's doctor determines that the discharge from the child's eye(s) is due to allergies and that no infection is present. The physician must furnish written clearance for the child to return to school.
- He or she has been exposed to a communicable disease, but the Center has been notified so that the incubation period can be discussed and it can be determined on what days he or she should stay home.
- A physician has determined that a child's infection is no longer contagious. The physician must furnish written clearance for the child to return to school.

All children will be involved in physical fitness activities, both indoors and outdoors, as an important part of the curriculum. If you believe your child is too ill to participate, he or she will probably be more comfortable at home.

### **MEDICATION**

Parents are required to complete a *Medication Release and Chart* form if they want their child to receive a doctor-prescribed medication. We will administer medication to your child only with a doctor's written instruction. Over the counter medication is not administered by staff unless it is prescribed by a doctor.

1. Place medication in a plastic bag, clearly labeled with the child's name, dosage, and date.
2. Make sure the bag is given directly to the child's teacher for safe storage.
3. Fill out and sign a medication permission form, and have your child's physician fill out their portion of the form.
4. A prescription on a bottle is acceptable as written instruction from the doctor, unless we determine clarification is needed regarding the instructions.

### **DIAPERING**

We purchase commercially available disposable diapers and pull-ups for children who are not toilet-trained. If we enroll a child with a medical reason for not using disposable diapers, we require a physician to document the medical reason.

### **The Three Principles Used for Making Diapering a Social and Learning Experience**

- Attention is focused on the child.
- The child is treated with respect.
- We communicate verbally with the child, encouraging positive conversation.

## HEAD LICE

The Fresno City College Child Development Center has a “**No Nit Policy.**” Upon the first discovery of head lice or nits, we will call the parent to pick up their child. The child will be isolated in the office, away from the classroom environment, until he or she is picked up. Parents will be given information on treatment procedures. When the child returns to school, teachers will check his or her hair. If lice or nits are found, the child will have to return home for another treatment. A child can return to school when he or she is completely free of lice and/or nits.

## CHILD ABUSE REPORTING

The California Penal Code states that certain people must report suspected abuse to the proper authorities. These mandated reporters include:

- Child Care Custodians (teachers, licensed child care workers, foster parents, social workers).
- Medical Practitioners (physicians, dentists, psychologists, nurses).
- Non-Medical Practitioners (public health employees, counselors, religious practitioners who treat children).

## EMERGENCY PLANNING

Children and staff members at the Center participate in monthly fire and disaster drills.

In the event of an actual disaster, such as an earthquake, children will remain at the Center with CDC staff members until picked up by parents, guardians, or other authorized adults who are at least eighteen years of age. If conditions will not permit this plan, children will be evacuated to other group facilities as necessary and as directed by the law enforcement agencies. We have two evacuation sites, the Fresno City College Gymnasium and Ratcliffe Stadium. When emergencies occur, the campus is secured and vehicles are not permitted to enter the campus. The State Center Community College District Police Department recommends that cars enter the Weldon Avenue entrance at Blackstone Avenue and inform the officials of your intent to pick up your young child at the Child Development Center.

Closure of the Child Development Center by order of federal, state, local, or District officials will require that children be picked up immediately by parents, guardians, or other authorized adults who are at least eighteen years of age.

Loss of power and/or water for an extended length of time could also result in the closure of the Center until the resumption of these services.

Because emergency phone numbers and addresses are very important, it is the responsibility of the parents to make sure that **all** emergency information on file is

correct and up to date. Please note: If the center is in the middle of a drill or on lock down no children will be allowed to be picked up or dropped off.

## **DISCIPLINE AND GUIDANCE**

Our children live in a society that requires self-discipline, consideration of others, respect for property, as well as respect for oneself.

By setting reasonable limits on the child's behavior, we give him or her security of knowing exactly what is expected - life becomes predictable. Within these limits, the child will be encouraged to make choices and successful decisions.

A child's growing self-esteem flourishes as he or she experiences success with a variety of tasks and feels safe to learn from natural mistakes. We do not expect perfection from any adult or child.

As they create an age-appropriate environment, the teachers will set reasonable limits and/or stop and redirect behavior without humiliation or physical punishment. Teaching staff never use physical punishment and do not engage in psychological abuse or coercion. More important, the teachers will model, reinforce, and nurture the positive actions we all value. Often it is possible for an experienced teacher to redirect a child's behavior before a negative action occurs.

Working together to develop a joint strategy for positive change and growth, we will maintain positive communication and conferencing with parents. Some strategies might include:

- 1) Documentation - accident and incident reports.
- 2) Looking for patterns of behavior.
- 3) "Shadowing" - one on one with the child in crisis.
- 4) Adaptation of program and environment.
- 5) Bringing in outside observers to help analyze the situation.
- 6) Consideration of a transition into another classroom.

Such difficult behaviors that pose serious dangers to self and others will be assessed. The appropriateness of the child's enrollment at the Center will be considered. It may be decided that we are not able to meet the child's needs and that a more intimate environment is needed. Parents will be advised that if the above strategies are ineffective, suspension or termination of enrollment is possible.

We check immunization records to make sure that children have their DTP (Tetanus). Therefore, a bite would not need a Tetanus follow-up.

## **Problem Solving**

Adults facilitate social problem solving for children and assist children in coming up with their own solutions. Adults use positive phrases when guiding children through difficult situations or interactions.

“Time out” is not used and is not a solution to a problem. It is our responsibility to help children find ways to solve problems. Both children and adults often need time to wind down within a safe and non-punitive environment when stressful interactions arise. Our goal is to support secure, confident, and happy children who are able to live and communicate with the people in their environment.

**Children are always treated with dignity and respect. Shaming or ridiculing a child is unacceptable.**

We will arrange conferences with parents to communicate our methods and to discuss how we can work consistently together for the child's optimal growth.  
(See Appendix F)

### **SUPERVISION OF CHILDREN**

Teachers are required to supervise children at all times. Toddlers in the Red Room are always supervised by sight and sound. Preschool aged children are supervised primarily by sight. Occasionally children may be in the restroom or library area. In this case, teachers are always positioned to be able to hear the children and check on them frequently.

### **RESOURCES**

Parents may ask teachers or office staff for the *Fresno County Resources Directory* to find other services in the community related to their family needs.

### **NON-DISCRIMINATION/RELIGIOUS INSTRUCTION**

The SCCCD FCC-CDC program does not discriminate on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in determining which children are served. The SCCCD FCC-CDC program welcomes the enrollment of children with disabilities, understands the requirement of the Americans with Disabilities Act (ADA) to make reasonable accommodations for such children and implements those accommodations, and refrains from religious instruction or worship.

## PARENT EXPECTATIONS

1. I will respect the teaching staff and classroom rules at all times.
2. I will speak directly to my child's teacher regarding concerns or questions I may have. I will be cautious as to available times of the teacher so that I do not disturb the teacher while he/she is with the children.
3. I will drop off and pick up my child within the hours of center operations following my approved schedule. If I am late I will notify the center. I understand that late pick up will result in an additional charge. I understand that excessive late pick-ups may result in my child's dismissal from the program.
4. When visiting the classroom, I will refrain from use of personal phone calls or conversations, and the use of inappropriate language. I understand that I may be asked to leave the classroom if I am unable to follow this rule.
5. While the Child Development Center is a lab school for FCC college students, I also understand that the Child Development Center is a business that operates like any other business with costs and expenses. Therefore I will pay my tuition and fees on time to make sure the center is able to continue to pay their expenses and payroll.
6. I have full knowledge that my child is being cared for daily by loving and educated teachers who always have my child's best interest at heart.
7. I will offer to help the teaching staff and/or directors whenever possible.
8. I will follow the center policy of "no gossip" by refraining from any and all conversations outside of the center about anything I hear or see in the classrooms.
9. I understand the Center highly values the important relationships between parents and teachers, and regards the classroom teachers as the primary relationship builders (with children and parents) in the program. When I have an issue or concern, I will first discuss it with the teacher and commit myself to working through it with them.
10. I will respect that the teachers and staff of the Child Development Center have hours and times when they are available. I also understand that I am not to contact them outside of their work times unless otherwise directed to do so.
11. I understand that if my families values and practices differ from that of the Child Development Centers, the teachers and I will work together to help my child participate successfully in the program.
12. If at any time I have a concern that I am uncomfortable discussing with my child's teachers, I will bring the concern to the Coordinators' attention immediately.

## DISMISSAL FROM THE PROGRAM WITH SAME DAY NOTICE

We reserve the right to dismiss a child from the program for the following reasons:

1. Parent/guardian or child has abusive conduct toward staff members, other children or property.
2. Parent/guardian or child jeopardizes the health or safety of other children or staff.
3. Parent/guardian is non-cooperative with staff, operating policies, and admission agreement or becomes delinquent in payment of fees.
4. Your child has 1 week of unexcused absences.
5. Any false allegations of Child Abuse.

### **For families enrolled in Block Grant Payment Program**

6. Falsifying information on alternative payment records - Federal Block Grant, California State Preschool Program (CSPP), California Center-based Childcare (CCTR), etc.
7. Three instances within twelve months of a failure to submit changes to family size, income or need for services within five (5) calendar days of event.
8. See Appendix I for Block Grant Appeal Process if parent disagrees with action taken.

## DISMISSAL FROM THE PROGRAM

Each child admitted to the Lab School must be determined to be:

- a. Ready for the type of group and program offered at the Center.
- b. Able to benefit from the program.

The Center staff works with the children to help them relate to other people and their world constructively. When it has been observed over time, that a child frequently exhibits dangerous or abusive behavior to himself or to others, the staff will take the following steps as necessary:

1. Document behavior through observation and recording.
2. Establish an individual plan for the child.
3. Confer with parents to establish an individual plan for consistent treatment of the child at home and at the center.
4. Make a referral for evaluation or counseling.

The Lab School reserves the right to terminate services under any of the following conditions:

- When it has been recommended that the parents and family participate in therapeutic intervention and such recommendation has not been followed and the child's dangerous or abusive behavior persists.
- If after appropriate therapeutic intervention, the child's dangerous or abusive behavior persists.
- When it has been determined through a clinical diagnosis that the child needs an environment that we are unable to provide.

## COMPLAINT PROCEDURE

A parent who has a complaint may take action in the following sequence:

1. Discuss the problem with the individual involved.
2. If a mutually satisfactory understanding has not been reached, the parent may file a complaint, written and signed, with the Program Director. The Program Director shall investigate and make a written report within fifteen (15) calendar days.
3. If the complainant is not satisfied with the results of the Program Director's investigation an appeal may be made to the Dean of Social Sciences. The appeal must be written and signed by the complainant. The Dean shall investigate the complaint within thirty (30) days of receipt of the original complaint to the Program Director and make a written report.
4. If the complainant is not satisfied with the Dean of Social Sciences resolution of the complaint, a written appeal may be made within forty-five (45) days to the Vice President for Student Services. The Vice President shall review the complaint as well as the finding of the Program Director and the Dean of Social Science and make a decision.
5. If the complainant is not satisfied with the resolution of the complaint, a written appeal may be made within sixty (60) days of the complaint's receipt of the final written report to the college President. The President shall review and make an executive decision.
6. If the complainant is not satisfied with the resolution of the College President, a written appeal may be made within seventy-five (75) days of the complainant's receipt of the final written report to the California State Department of Education, Child Development Division, 560 J Street, Suite 220, Sacramento, CA 95814.

All reports of findings relative to complaints shall be written and made available to all parties concerned.



## APPENDICES

- Appendix A - Instructional Support
- Appendix B - Organizational Chart
- Appendix C - 4 Steps for Kids
- Appendix D - Cell Phone 101
- Appendix E - Sample Classroom Schedules
- Appendix F - Difficult Behaviors
- Appendix G - Parents Helping Children Feel Successful in School
- Appendix H - Parenting and Parent Education

~ Appendix A ~

FRESNO CITY COLLEGE  
CHILD DEVELOPMENT DEPARTMENT

Instructional Support

Full-Time Instructors

Melinda Brewer  
Natalie Chavez  
Kristine Gose  
Martha Magnia  
Mary Beth Miller  
Raquel Ochs

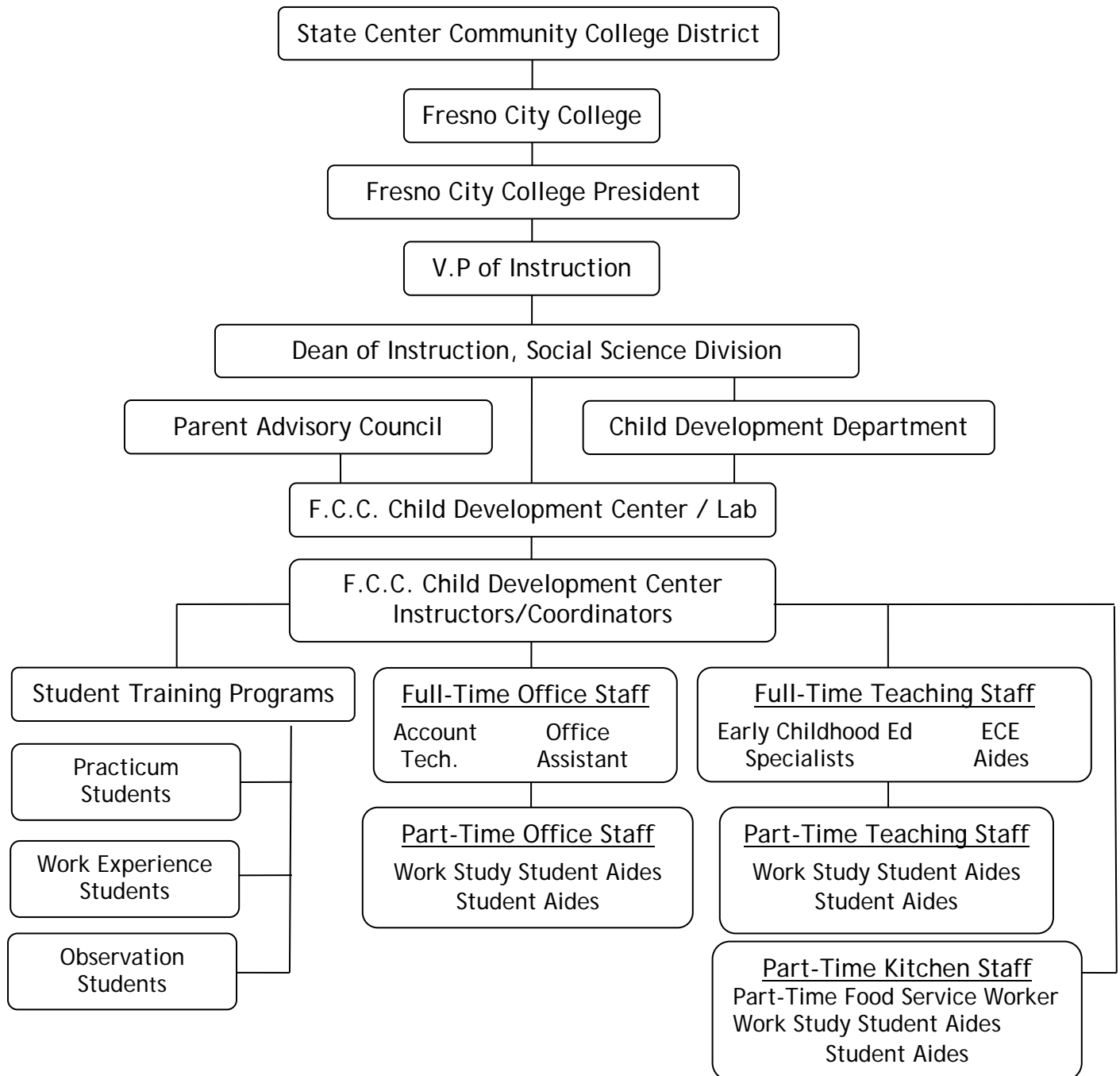
Part-Time Instructors

Amy Carnahan  
Bryan Colbert  
Diana Decker  
Charmaine Fitzgerald  
Patricia Gonzalez de Martinez  
Anitra Graves  
Larry Hughes  
Mary Ann Mateo-Laeno  
Marilyn Moore  
Annette Ochoa

Anita Parker  
Maryellen Price  
Paula Reynolds  
Sally Rowden  
Sue Shaw  
Monica Soublet  
Kathy Stogbauer  
Kay Taus  
Chamrouen Yann

FRESNO CITY COLLEGE  
CHILD DEVELOPMENT DEPARTMENT

Organizational Chart



~ Appendix C ~



**REAR-FACING SEATS**

In the back seat from birth to the height or weight limit of the seat. Recommended up to 2 years old, but at a minimum age 1 and 20 pounds.



**FORWARD-FACING TODDLER SEATS**

In the back seat when the child has reached the height or weight limit of the rear-facing seat to about age 4 and 40-65 pounds.



**BOOSTER SEATS**

In the back seat from about age 4 to **at least** age 8.



**SAFETY BELTS**

At age 8 and older **and** taller than 4'9".

*All children age 12 and under should ride in the back seat.*

~ Appendix D ~

CELL PHONE 101

Are our conversations with children on the way to and from school or childcare limited to "Just a minute, I'm on the phone."? A large amount of time that could be used for developing your relationship with your child is diminished. Is the person at the other end of the line more important than the child? Probably not.

Please turn your phones off when coming and going to school. Your child needs your interaction and attention much more. Let's not create a generation of children being put "on hold."

~ Appendix E ~

FRESNO CITY COLLEGE  
CHILD DEVELOPMENT CENTER

Samples of Classroom Schedules

Red Room

7:00 - 8:30	Independent Choice - all ages combined
8:30 - 9:00	Breakfast, tooth brushing, and bathroom break
9:00 - 9:45	Outdoor Play and Interest Centers: bikes, climbers, balls, and water play
9:45 - 10:15	Group Time: stories, songs, flannel board stories, discussion
10:15 - 11:00	Activity Time: puzzles, play dough, science and cooking activities, and art
11:00 - 11:30	Music and Movement
11:30 - 12:00	Lunch and Cleanup
12:00 - 12:30	Outdoor Play
12:30 - 3:00	Nap Time
3:00 - 3:30	Snack
3:30 - 4:15	Outdoor Play
4:15 - 4:30	Group time - all ages combined
4:30 - 5:00	Activity Time and Interest Centers: art materials, dramatic play, and manipulatives
5:00 - 5:30	Independent Choice (all ages combined) - Departure

## Blue, Green, and Purple Rooms

7:00 - 8:30	Arrival - Independent Choice (all ages combined)
8:30 - 9:00	Breakfast
9:00 - 9:45	Outdoor Activities
9:45 - 10:00	Circle Time - including greeting, calendar, movement, music, stories, discussion, sharing
10:00 - 10:25	Planning Time
10:25 - 10:55	Work Time: child selected activity in areas of art, writing, science, toys, blocks, house, sensory, computer
10:55 - 11:10	Clean Up and Recall Time
11:10 - 11:30	Outdoor Activity
11:30 - 12:00	Wash Hands, Lunch
12:00 - 1:00	Clean Up, Outdoor Activity, Transition for Naptime
1:00 - 3:00	Naptime
3:00 - 3:15	Snack
3:15 - 4:00	Indoor Activity
4:00 - 4:45	Outdoor Activity
4:45 - 5:30	Informal Plan, work time, recall cycle - creative art, cooking, science experiences, table toys, sensory, blocks, house play, library area

## DIFFICULT BEHAVIORS Biting, Kicking, and Other Antisocial Acts

We have a responsibility in serving children to deal with incidents in which a child is injured through the actions of another. It is our job to provide a safe place where children learn to interact peacefully and without the need to hurt others to get one's way. Sometimes, these behaviors can be primitive, powerful, uncontrollable, impulsive and dramatic. Even small children can inflict a serious injury that requires medical attention. Children are usually unaware of the effects on the other child and surprised by the concern it may cause. Unfortunately, other children may be quick to model the same behavior, which can create a classroom management concern.

A child who may commit such acts is not necessarily on a path toward being a discipline problem or a bad person. It may be an antisocial act, but it is an act of a human being not yet equipped to be fully social, just beginning life as a citizen. While it may be hard for some adults to understand, the reasons behind these types of behaviors vary and aggression may not be the only reason. Other possible contributing factors could be impulsiveness and lack of self-control, stress, frustration, illness, and teething.

Our responses as adults are very important. We must accept responsibility when such acts occur at our Center. We work closely with the parents of the children involved to find solutions so that all persons can be protected, feel safe, and learn positive social behaviors. Here in our Center, we emphasize this through our use of problem solving techniques and encouraging the use of language. As children improve their language skills, they also increase their ability to communicate effectively their wants, needs, and frustrations. When this is accomplished, the need for physical action is replaced by verbal communication. You can help your child by teaching words that are good substitutes such as, "Tell ----- you want a turn," or "Tell ----- you didn't like that." These are simple statements that can provide effective alternatives. When either at school or at home, the adult needs to remove the child who commits an antisocial act from the situation without negative reaction. Take the child aside and firmly state what is not acceptable. "No kicking. Kicking hurts." "Use your words." "Hitting others is not okay." The child should then be redirected to another activity.

It is also important at this time to look at the environments at both home and school and analyze the situation. Questions about recent changes of pattern in the child's life are also important to address. Sometimes a move, new relationships in the home, or anything that is different and breaks the consistency in a child's life could make a difference. We talk about this and help the child by making necessary changes to help prevent the likelihood of recurrence.

~ Appendix G ~

### PARENTS HELPING CHILDREN FEEL SUCCESSFUL IN SCHOOL

As the school year progresses, there are many things you can do to help your child feel good about the things he/she has done. Some helpful hints:

- **Listen:** Be a good listener. That way you will know exactly what information your child wants or needs to know.
- **Don't Over-Explain:** After you have really listened and know what information is needed, give just that information in the clearest, simplest way. If your answer is not complete enough, your child will ask for more information. Children must have clear, concise pieces of information to assimilate into their thinking processes.
- **Remember the rule - "Process not Product":** Often a child will do "work" and immediately abandon it. What is important is what the child's body learns as it is doing the work. Sometimes the child will do work and stop to evaluate what has been done. The child may like it and bring it to you, but rarely, very rarely, will he or she go to the classroom planning to "Make Something for Mommy". Help by not asking your child to produce for you.
- **Accept a child's desire not to talk about school:** So much happens each day that it may be mind boggling to try to tell everything. Your child may not know the vocabulary or the names of workmates. You will find that children will provide information in short bits as it occurs to them.
- **Use praise wisely:** Praise is an effective way to give children quality information in which they can base decisions. However, it must be used wisely to be effective.
- **Be sure to avoid constant praise:** If children are praised for everything, one of two things can occur. First, they may receive the message that they must be wonderful at everything they do. Trying to be nothing less than perfect all the time can be a stressful way to live. OR . . . they may simply ignore the praise. They may become immune.
- **Be honest:** Do not give false or undeserved praise to build self-esteem. If you need to build self-esteem through praise, choose to praise performances that are worthy of praise. Observe, single out strengths, and praise those. If you tell your child something he or she has done is marvelous when the child knows he/she has done poorly, he/she will understand that he/she cannot depend on you for the truth.



- **Watch your child for that look that says, "I'm not sure this is right."** Then, tell your child that he or she should be proud of himself/herself when right.
- **Choose words that tell a child that his or her positive self evaluation was correct:** "You must be very proud of yourself for tying two shoes."
- **Give specific praise:** "Big Boy/Girl" and "Good Job" give a child no information on what he or she did well. If the child does not know what was done well, he or she cannot repeat it. Always name the skill that has been accomplished, i.e., "I see that all the juice went into the cup. How wonderful!"
- **Praise creative thinking and remembering without reminder:** i.e., "Although it is not safe to eat, painting the bread with watercolors is a lot like painting the bread with food coloring. You were really thinking."
- **Praise hard work, not the results:** With children at different ability levels, what is important is that the child does his or her best - whatever that is. If a family makes hard work its measure of success, then competition between siblings can be tempered. A "C" that is earned with great effort is more valuable than a "B" gained by coasting.
- **Allow your child to overhear you talk:** Let your child hear you talk to another adult about his or her achievement. It is obvious that the achievement is significant if it becomes a topic of conversation between adults (careful not to overwork this one).
- **Say "big boy/girl" rather than "good boy/girl":** Always follow this immediately with what your child did that was big. Using the word "good" to praise success inevitably leads the child to believe that when unsuccessful, he or she is bad. Much learning comes from attempting and failing. Your child must never think failing is bad in your eyes. It may keep him or her from attempting a challenge.
- **Do not correct the child's work:** If you see your child has drawn an incorrect conclusion or gotten a wrong answer when adding, remember he or she is really learning from the steps to come to a conclusion. If the child goes through the mechanics of addition and discovers that seven and eight are fourteen, so long as he or she moved through the process of addition correctly, he/she is "correct." Accuracy will come with practice.

~ Appendix H ~

## PARENTING AND PARENT EDUCATION

Many families in the 21<sup>st</sup> century no longer have an extended family. Often this results in a loss of security and lack of available wisdom of experience. Families are often operating as an isolated unit without some of the parenting skills that make life easier. Practical, objective, and professional discussions among staff and families are often helpful.

Periodic parent meetings or parenting classes will be offered to meet the needs of our Center community. Expanding parenting skills gives security, satisfaction, and peace of mind to both parent and child. Topics for parent meetings will explore ideas contributed by the parents. A healthier, happier parent is always beneficial to the child.

Printed media will also be distributed for parents with regard to parenting, local children's events, and Center information.

A parent message board is located at the gated entrance to the playground. Parents will find useful resources regarding community programs and events.

~ Appendix I ~

**CALIFORNIA STATE PRESCHOOL PROGRAM (CSPP) AND CALIFORNIA GENERAL CHILD CARE (CCTR) CHILD CARE (NOA) PARENT APPEAL PROCESS**

When our program makes a change to your child care services (approving or denying services, changing approved hours of care, terminating services, etc.), we are required to notify you in person or via mail by giving you a form we call a "Notice of Action" (NOA). The NOA will: 1) Tell you what action will be taken, the reason for the action and the date on which that action will be taken; and 2) Specify that you have a right to appeal the action on the NOA if you disagree with it, and provide you with instructions for appealing.

We give you a copy of the NOA.

If you disagree with the action on the NOA, you have a right to appeal. The appeal process has two levels of appeal. They are: 1. A local hearing conducted by a hearing officer who is not involved with the decision; and 2. A state review of the local hearing decision, conducted by the California Department of Education (CDE). Please note: a state review by CDE may only be requested, if after going through the local hearing you disagree with the decision.

The process is as follows: To request a local hearing, you must notify the CDC within 14 calendar days of the date the NOA was received by completing the second page of the NOA and mailing, faxing, delivering, or emailing a copy to the CDC. Please keep a record of how and when you submitted your request. Within 10 calendar days of receiving your timely request, we will provide you with a notice telling you the date, time, and place of the local hearing.

After your local hearing, the hearing officer will mail or deliver a written decision letter to you within 10 calendar days.

The decision letter will tell you how to request the CDE's review, if you do not agree with the decision. The CDE must get your request within 14 calendar days from the date on the local agency's decision letter. Your request to the CDE must include the following information: 1. A copy of both sides of the original NOA with which you disagree; 2. A copy of the written decision letter from the local hearing; and 3. A statement (letter) explaining why you disagree with the local hearing officer's decision. Please mail, fax, or deliver your request to:

California Department of Education  
Early Education and Support Division  
Attn: Appeals Coordinator  
1430 N Street, Suite 3410  
Sacramento, CA 95814  
Phone: 916-322-6233  
Fax: 916-323-6853

If the CDE receives your request within 14 calendar days of the date on the local agency's decision letter, the CDE will: 1. Review the information provided; and 2. Contact you and/or our program. The CDE has up to 30 calendar days to make a decision and mail a final decision letter to you and our program.

If the CDE grants your appeal, the decision letter will include direction to our program regarding continued services. If the CDE denies your appeal, the action on the NOA will become effective.

The CDE's decision is the final administrative decision and agencies must follow the CDE's decision.

Your Rights: Always know you have the right to: 1. Review the information in your family data file; 2. Have another person (called an "authorized representative") attend the local hearing with you, or on your behalf; and 3. Access an interpreter, if needed.

Please request the Parent Appeal Information Pamphlet for more detailed information regarding the Parent Appeal process; [and our Dismissal Policy on page \\_ of this Handbook](#), for information regarding reasons for dismissal from our program.

PLEASE COMPLETE AND RETURN THIS PAGE TO THE FCC-CDC OFFICE

### Code of Ethical Conduct

The National Association for the Education of Young Children has established the Code of Ethical Conduct and Statement of Commitment. These are guidelines for responsible behavior in early childhood education. Guidelines include ethical responsibilities to children, families, community, society, and co-workers. If you would like a copy these guidelines please see the Instructor/Coordinators.

I HEREBY GRANT PERMISSION FOR MY CHILD TO:

Use all of the play equipment and participate in all of the activities of the Fresno City College Child Development Center.

Leave the Fresno City College Child Development Center premises under proper supervision, to attend FCC campus activities and events, and enjoy FCC Campus and neighborhood walks.

Be included in observation, assessment, evaluation, and documentation through various media devices (such as: cameras, audio recorders, etc.), to gain audio recordings, photographs, and video connected with training and instructional efforts of the Fresno City College Child Development Department and Fresno City College Child Development Center.

Be included in approved Fresno City College educational research.

**I acknowledge that I have received a copy of the Fresno City College Child Development Center Parent Handbook. I understand that it is my responsibility to familiarize myself with the contents. I agree to follow the policies and rules of the F.C.C. Child Development Center.**

\_\_\_\_\_  
Parent or Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Child's Name

\_\_\_\_\_  
Age

Fresno City College  
Child Development Center  
1621 East University Avenue  
Fresno, California 93704  
(559) 443-8618 FAX (559) 499-6033  
LICENSE #100406467

PARENT HANDBOOK  
REVISED: March 2016