



# Child Development Programs



## Student/Parent/Provider Handbook

Full & Part-Day State Preschool & Migrant Programs

**Child Development Office**

445 Bernard Drive  
Yuba City, California 95991  
530.822.5235  
Director: Fawn Ueberschaer

Celebrating over 50 years of quality service to the families in our community!

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Dear Parents/Guardians of YCUSD Child Development Students:

On behalf of Yuba City Unified School District's Child Development Department, I would like to take a moment and welcome both you and your child to our Preschool program. We are pleased that you have chosen YCUSD for your child and am sure you will find that our well-rounded schedule encompasses a quality program that benefits all learners.

All YCUSD preschool programs include quality instruction from skilled, trained staff who incorporate engaging activities and structured play to advance students' social-emotional skills, fine and gross-motor skills, language acquisition skills, and academic skills. Curricula and activities are aligned to the California Preschool Learning Foundations and taught by highly-qualified teachers and staff who participate in multiple early childhood professional development trainings throughout each school year. In addition, YCUSD Child Development staff is caring, approachable, knowledgeable, and enjoy working with children. We strive to provide your child the best educational experience during his/her earliest and important years of life.

Parental involvement and participation is vital to the success of any instructional program. Two-way communication between school and home builds strong relationships. We take pride in the collaborative partnerships we have with our families. I highly recommend that you get actively involved in your child's education by ensuring that your child is attending school regularly, ready to learn, and participate in daily conversations with your child about his/her day. As a parent, your ongoing encouragement and praise will motivate your child and provide the confidence in him or her to thrive in school, for you are your child's first and most important teacher.

Please take the time to review this updated *Parent/Provider Handbook* which is filled with important, detailed information about our program.

Thank you for choosing Yuba City Unified Child Development Programs and your continued support. We look forward to another wonderful year of engagement, learning, and fun with your child(ren). If you have any questions or concerns, please feel free to contact our office at 530.822.5235.

Sincerely,

*Fawn Ueberschaer*

Fawn Ueberschaer  
Director of Child Development Programs  
Yuba City Unified School District



*This program is funded by the State of California and follows the Constitution of the State. The program provides no religious worship or instruction. The Yuba City Unified School District Child Development Programs do 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.*

**Yuba City Unified School District**

**Child Development Programs**

445 Bernard Drive  
Yuba City, California 95991  
(530) 822-5235

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Fawn Ueberschaer  
Program Director  
Child Development Programs

## **Welcome**

Welcome to Yuba City Unified School District, Child Development Programs. We trust your participation in our programs will support your child's educational experience, as we work together. According to the Perry Preschool Study, children who participate in high quality early education programs are more likely to graduate high school and a greater number attend college. Choosing quality preschool for your child now is a great future investment. Parents are key to our program's success and each child's educational growth. We have developed this handbook to help prepare and guide parents through our participation process and to familiarize parents with the State's eligibility requirements and regulations for Child Development Programs. At any time, if you have questions or concerns, please contact our office at (530) 822-5235, so that we may help you. Again, welcome and thank you for the opportunity to serve your family.

The Yuba City Unified School District, Child Development Programs (YCUSD-CDP) provide preschool and childcare services subsidized by the California Department of Education, Early Learning and Care Division (ELCD). We currently offer the following programs: Full-Day and Part-Day State Preschool, and Migrant Child Care.

Because of our successful history in child development services, families have come to know and rely on our staff to provide quality early education for their children. Many of our families have had many generations attend, and they continue to refer us to their friends and family. We are thankful for established trust and working partnerships with families and the community.

## **PHILOSOPHY, GOALS, AND OBJECTIVES**

### **Program Philosophy**

We believe that all children are eager to learn and when given developmentally appropriate opportunities, they flourish. We create an environment where children can develop positive attitudes about school, and develop respect for themselves and others. Developmentally appropriate activities promote exploration and build the self-confidence, independence and responsibility necessary for future success in school and in life.

We believe in providing children a safe, clean and healthy physical environment. We also believe in continuous improvement. We participate in our local "Keys to Quality" program through the Yuba/Sutter Child Care Planning Council. This council is funded and facilitated through the California Department of Education. The "Keys to Quality" program helps us to continually demonstrate quality and maintain quality site ratings. Our classrooms are arranged to offer challenging play and learning choices at a range of developmental levels. Our learning centers and activity areas are planned to allow children the opportunity to explore, experience, and succeed at their individual paces, while at the same time, we ensure that staff are able to easily supervise children, and provide opportunities to build language and concept development. Additionally, children are exposed to many of the future concepts that they will fully learn in kindergarten and beyond, and they are given every opportunity to prepare and practice. We strive to be consistent, nurturing educators, lifelong learners who fully support each child's development.

### **Program Goals**

The administration works with program staff to establish working partnerships with parents at the earliest introductory stage in the public education system to help build the foundation for the child's continuing school years.

Staff provides appropriate activities that meet the developmental needs of each child, including but not limited to, activities for social, emotional, cognitive, linguistic and physical development.

Our program also provides opportunities for families to access community resources. Parents will have every opportunity to become personally involved in their children's education and are encouraged to do so. Local agencies may be utilized to provide increased quality services as well.

### **Education Reform**

YCUSD Child Development Program is aligned with the California Preschool Learning Foundations to help your child to grow in their social-emotional development, language & literacy development, English language development, and mathematics history/social science, visual and performing arts, health, and science. These foundations describe the knowledge and skills that children typically exhibited at 48 and 60 months of age.

### **Desired Results Developmental Profile (DRDP)**

The goal of the YCUSD Child Development Program is to ensure that all children are making progress in all the domains of physical, cognitive, and social-emotional development. We use the Desired Results Developmental Profile (DRDP), a tool developed by the Early Learning and Care Division (ELCD) from the Department of Education (CDE), to assess the development of children. Children are assessed within 60 days of enrollment and every six months thereafter. Parents' input is a necessary component of this assessment. When doing the assessment, staff will use a combination of assessment tools to complete the DRDPs. Methods used may include:

- Observation Notes
- Work Samples
- Checklist
- Parent Input
- Rating Scales
- Photos/Videos

The assessment is also used to plan and conduct age and developmentally appropriate small-group, large-group, and individualized activities that focuses on the individual needs of each child. Results and guidance are provided to families after each assessment.

### **Environmental Rating Scale (ECERS)**

The YCUSD Child Development Programs is committed to a developmentally appropriate, joyful, nurturing, safe, active, learning environment. The program utilizes the Early Childhood Environment Rating Scale (ECERS) to evaluate the program environment and identify clear steps for development in order to ensure a high-quality setting which improves outcomes of children.

### **Program Self-Evaluation Process**

YCUSD Child Development Programs conduct an annual Program Self-Evaluation through CDE. An assessment of the program includes parent input through the Desired Results Parent Survey; information from the Desired Results Developmental Profiles, input and recommendations of teachers, and the use of an environment rating scale in every classroom is analyzed when compiling our Program Self-Evaluation, CLASS ratings, and more. The Director, with support from the staff, reviews all this information and produces a written list of tasks including but not limited to professional development training, equipment/supplies needed to modify the program in order to address all areas that need improvement, as well as any other areas needing reinforcement and/or refinement. This process helps us ensure that areas of the program will continue to meet or exceed standards. Areas requiring modification are addressed in a timely and effective manner. Submission of our agency's annual report, which includes the summary of the findings for the program's self-evaluation is due to CDE annually in June.

**NONDISCRIMINATION POLICY**

Our programs do 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.

**Open Door Policy**

Our program offers an open door policy according to 5 CCR §18275. We include a parent involvement and education component within our programs that includes the following:

1. An orientation for parents that includes topics such as program philosophy, program goals and how children grow and develop, program activities, attendance procedures, and due process procedures;
2. At least two (2) individual conferences with the parent(s) per year in the fall and spring. Sharing information between staff and parents concerning their child's progress.
3. Parent meetings with program staff
4. An open-door policy that encourages parents to participate in the daily activities whenever possible
5. A Parent Advisory Committee that advises the contractor on issues relating to services to families and children.

**Determination of Eligibility**

The determination of eligibility shall be without regard to the immigration status of the child or the child's parent(s) unless the child or the child's parent(s) are under a final order of deportation from the United States Department of Homeland Security.

**Individuals with Disabilities Education Act**

The YCUSD Child Development Programs support the national implementation of the Individuals with Disabilities Education Act (IDEA) and welcome children with varied abilities. We offer full inclusion programs ensuring that children with disabilities along with their families receive and benefit from high quality, culturally and developmentally appropriate curriculum and activities.

**Refrain from Religious Instruction**

The Child Development Programs refrain from religious instruction and/or worship in accordance with 5 CCR § 18017.

**Ages Served**

Our facilities are licensed by the California Department of Social Services, Community Care Licensing. Our California State Preschool Programs serve eligible three (3) and four (4) year-old children. Eligible children need to be three (3) or four (4) by September 1st of the fiscal year (July 1 – June 30) they are being served. If the family continues to meet eligibility and need for child care, the child can remain in the full day program until the day before s/he begins Kindergarten.

**Enrollment Priority**

First priority: Families who are age-eligible children and receiving Child Protective Services or families whose age eligible-children are at risk of being abused, neglected, or exploited.

Second priority: Students who were enrolled as three-year-olds will have priority for new enrollments. All CSPP eligible four-year-old children not enrolled in a TK program shall be admitted before CSPP eligible three-year-old children in accordance with family income ranking, with the lowest income ranks being admitted first. For purposes of determining the order of admission, public assistance grants are counted as income, and shall be ranked accordingly. When two or more families have the same income, the family

that has a child with exceptional needs shall be admitted first. If none of the families with the same income ranking has an exceptional needs child, the family that has been on the waiting list the longest shall be admitted first.

**Program Descriptions**

*The following is a brief description of our programs and their locations. The district is currently unable to provide transportation to and from these programs.*

**Full Day Preschool & Migrant Program  
YCUSD Child Development Programs  
445 Bernard Drive**

This program operates year-round, 244 days, and serves children three (3) to four (4) years of age. It is available to families meeting income, work, and/or training eligibility requirements. It is funded by the California Department of Education Early Learning and Care Division. Fees are based on the California Department of Education, Family Fee Schedule and are applicable to full-day preschool programs.

**YCUSD Children’s Center Full-day Programs**  
(Student Enrollment Hours Based on Need)

7:30 a.m. to 5:30 p.m.  
Year Round

**Migrant Child Care and Preschool Program**  
(Student Enrollment Hours Based on Need)

5:00 a.m. to 5:00 p.m.  
Seasonal (May-September)

*To receive the State based services of the Migrant Child Care Program, in addition to the eligibility and need criteria, the family must have earned at least fifty percent (50%) of its total gross income from employment in fishing, agriculture, or agriculture related work during the twelve (12) month period immediately preceding the date of application for child care and development services. Prioritization is as follows per the State’s Funding Terms and Conditions:*

**Migrant Child Care and Preschool Program Eligibility**

- First Priority: The family moves from place to place.
- Second Priority: The family has migrated within the past five (5) years, is currently dependent upon seasonal agricultural work and is settled near agricultural areas.
- Third Priority: The family resides in a rural agricultural area and is dependent upon seasonal agricultural work.

The programs are designed to prepare children for kindergarten, foster all areas of their development, and to strengthen parental involvement in education.

Programs include breakfast, preschool curriculum, lunch, rest time, and afternoon snack.

***California State Preschool Program (CSPP) Part Day***

These programs are three hours per day and operate during the YCUSD academic school year. The programs are designed to prepare children for kindergarten, foster all areas of their development, and to strengthen parental involvement and in education. Breakfast (a.m.) and snack (p.m.) is served daily.

**Our Part-Day Preschool classrooms operate at the following locations and times:**

Andros Karperos State Preschool 1700 Camino de Flores Road	8:00 a.m. to 11:00 a.m. 12:30 p.m. to 3:30 p.m.
April Lane State Preschool 800 April Lane	8:15 a.m. to 11:15 a.m. 12:30 p.m. to 3:30 p.m.

Barry State Preschool 1255 Barry Road	8:15 a.m. to 11:15 a.m. 12:15 p.m. to 3:15 p.m.
Bernard State Preschool 445 Bernard Drive	8:00 a.m. to 11:00 a.m. 12:30 p.m. to 3:30 p.m.
Bridge Street State Preschool 500 Bridge Street	8:30 a.m. to 11:30 a.m. 12:30p.m. to 3:30 p.m.
YCUSD Children’s Center 445 Bernard Drive	8:00 a.m. to 11:00 a.m. 12:30 p.m. to 3:30 p.m.
King Avenue State Preschool 630 King Avenue	8:00 a.m. to 11:00 a.m. 12:30 p.m. to 3:30 p.m.
Lincoln State Preschool 1582 Lincoln Avenue	8:00 a.m. to 11:00 a.m. 12:30 p.m. to 3:30 p.m.
Park Avenue State Preschool 100 Morton Street	8:00 a.m. to 11:00 a.m. 12:30 p.m. to 3:30 p.m.

**Quality Staffing & Ratios**

YCUSD Child Development Programs are licensed under the California Department of Social Services (CDSS), Community Care Licensing (CCL). Teacher qualifications and staff-child ratios are maintained according to regulations established by the California Department of Education, Early Learning Care Division (ELCD) and Community Care Licensing. Our teaching staff holds Child Development Permits through the California Commission on Teacher Credentialing. Our staff receives incentives for education and all staff participates in an annual staff development plan. The CDE regulations require the following adult to child ratios in the State Preschool Program. One (1) adult to every eight (8) children; One (1) teacher to every twenty-four (24) children.

**CURRICULUM & ASSESSMENTS**

**Language Development and Early Literacy**

The YCUSD Child Development Programs embrace the philosophy that children learn through a variety of experiences. We understand that language development and early literacy are crucial to the success of children in later years. The staff has been trained in the Pre-Kindergarten Learning and Development Guidelines, California Preschool Learning Foundations, Desired Results Developmental Profiles-2015, and Preschool English Learners Guide.

Language Development takes place through the use of English and the child’s primary language, when applicable. The program has bilingual staff that is available to children who do not speak English. Our staff gather information about the child’s family and their community to help with planning needs. Staff builds and supports the child’s language acquisition through curriculum development and a language rich environment using a variety of open-ended question techniques and by modeling proper use of language during large and small group times, at children’s play, during meal and snack time, the children gain language knowledge and skill.

**Mathematics**

The staff integrates math curriculum activities throughout the day including both whole class and small group instruction which includes the most important early mathematical topics for preschool children.



### **Other Curricula**

A variety of instructional curricula and resources are utilized daily to best meet the California Preschool Learning Foundations.

### **Field Trips**

Educational field trip(s) may be planned to enhance the curriculum and the children's development. YCUSD transportation department will be utilized for field trips requiring travel. All field trips require a completed, signed permission slip

### **Developmental Assessments & Parent Conferences**

Early Assessment is critical for children 0-5. A way to identify any early needs we assist our families in completing both the Ages and Stages Questionnaire (ASQ-3) and the Ages and Stages Social-Emotional (ASQ-SE) Questionnaire. If specific needs are identified, the classroom staff will assist families in obtaining further screening and/or assessment.

### **Student Study Team**

Student Study Team (SST) meetings may be scheduled for a variety of reasons to support a child's education. For example, if a child's behavior interferes with his/her daily routine and development or that of other children, or when behavior becomes a safety concern, a SST meeting is planned. The SST committee consists of the child's Teacher, CDP Director or Administrator Designee, Parents/Guardians, and other specialized school/district/agency personnel who will work together to establish a plan of support for the child in his/her area of need or concern. This meeting is an effective collaborative effort that brings all stakeholders together to discuss the child's strengths, area of concerns, and known information and modifications.

A plan is developed to meet the child's needs. Through this process it may be determined by the group that the school psychologist or other behavior experts may need to observe the child in their school setting with parent permission. Staff members will work with all stakeholders to develop a consistent plan which will help the child adjust to the setting, develop social skills, and communicate needs in a more positive and effective manner. Through this process a plan of action will be written and followed to help improved the area(s) of concern. The classroom staff will follow the recommendations of the plan and the teacher will communicate frequently with the parent about observations and updates.

### **Additional Developmental Support**

The Sutter County Preschool Intervention Program (PIP) may be consulted should a parent and/or teacher feel that a Sutter County child needs additional support to meet their educational goals. If such a need is indicated, a Parental Consent Form will be provided to sign and consent for a recommendation for initial screening. If through this initial screening, it is determined that a more in-depth assessment is necessary, staff will seek parent permission, and upon completion of a thorough assessment, set up an Individualized Educational Plan (IEP) meeting. The parents, teacher, child development director or administrator designee and appropriate special education staff will comprise the IEP team meeting.

If a child qualifies for special education services, an IEP plan is developed, District and/or County staff is then scheduled to provide additional services for the child. Staff providing these services may include, but not limited to, school nurse, school psychologist, occupational therapist, behavior specialist, classroom teacher, administrator, and speech and language specialist. Individualized Education Plans are reviewed annually, more often if deemed necessary, or per parent request.

### **Activities & Daily Schedule**

*Daily activities vary between classrooms, but include the following components:*

- Child Choice Time (Expanding learning through child's interests)
- Meals (Breakfast and Lunch - Full-Day Program Only)
- Snacks (Breakfast & PM Snack)
- Circle Time (Literacy, ABC Lessons, Math Concepts, Calendar/Time)
- Outside Play (Large Motor, Math, Problem Solving Skills)
- Small Group Activities (Language, Literacy, Writing, Early Math & Science)
- Rest/Nap Time (Full-Day Program Only)

### **Patriotic Exercises**

Each school shall conduct patriotic exercises daily. These patriotic exercises shall consist of the reciting of the *Pledge of Allegiance* and may also include instruction that promotes understanding of the concepts of "pledge," "allegiance," "republic," and "indivisible" and understanding of the importance of the pledge as an expression of patriotism, love of country, and pride in the United States. (Education Code [52720](#), [52730](#)) At elementary schools, such exercises shall be conducted at the beginning of each school day. (Education Code [52720](#)). Individuals may choose not to participate in the flag salute for personal reasons.

### **Ready for School**

Below, please see what will make each child's time at preschool, comfortable & happy:

- A backpack with two (2) extra full-sets of labeled clothing and a pair of spare shoes.
- Dressing in layers will give the children the option of staying bundled up when cold, or removing layers, if hot.
- Keep toys from home at home. It's sad when special items are lost or broken.
- For children's safety, no flip-flops or loose shoes. Sandals must have a back strap.
- If wearing a dress to school, remember shorts underneath.
- We do not recommend that children wear dangling earrings or any loose jewelry for their own safety. The program cannot be responsible for the loss or damage of any of these items should they be worn, or injury caused by such items.

### **Daily Sign-In/Sign-Out Policy and Procedure**

For safety reasons, keep child(ren) close and in your direct supervision upon both arrival and departure. When signing-in or signing-out your child(ren), any siblings or young children in your care cannot be left in the car unsupervised at any time for any duration or reason under any circumstances.

Daily sign-in & sign-out requires your full, legible signature in blue or black ink. Sign-in and sign-out using your same signature as those provided on your enrollment documents. These documents are used as a primary source for auditing purposes and state reimbursement for our program. Parents may designate individuals eighteen (18) years of age or older to pick up and drop children off. Designation of authorized adults to pick up/drop off students must be prepared to show picture identification and be listed as an authorized individual on the student's registration card. Student safety is our top priority and a current, valid Photo ID matching the exact name of the authorized individual on Registration Card is required. Any additions/omissions of authorized adults on student registration cards must be done in person at the Bernard office and in writing. Please ensure that your child(ren)'s registration form is current.

In the event that an adult individual not listed on the student's registration card comes to pick up the child, you will be notified and unless given permission by enrolling parent, that child will-not be released to that person. All adults picking up children must provide a valid Photo ID. No exceptions.

While a biological parent listed on the birth certificate may not have permission from the enrolling parent for pick up, we cannot legally prevent a biological parent from picking up his/her child unless we have current court documentation that states otherwise. It is the responsibility of the enrolling parent(s) to provide all updated copies of court records to the Bernard School Office.

When both dropping off and picking up your child, note the following:

- Escort each child in the classroom and sign-in legibly using full signature in blue or black ink (Note: No children can be left in the car during pick up/drop off)
- Ensure that your child(ren) is/are both picked up and dropped off within his/her contracted time(s). My contracted time is: \_\_\_\_\_
- Ensure that each child's registration card is updated and completed at all times. Any new phone numbers, address changes, and/or adding or omitting Emergency Contact Information must be reported to the Bernard Office immediately – not just informing the classroom teacher.
- During dismissal/pick-up, if all efforts to contact and assure proper verification of an authorized person to pick up child are unsuccessful and a child has been left at the center/preschool for more than one (1) hour past closing time and/or the contracted pick up time, Child Protective Services (CPS) and/or the Yuba City Police Department (YCPD) will be contacted. These are the only authorities to whom a child will be released in these circumstances. Parent failure to pick up children in a timely fashion is considered abandonment.

The family can make changes to their child's emergency card at any time. Contact the Child Development office at Bernard Children's Center to make changes. Our Office Specialists will forward new information to the classroom teacher.

#### **(Full-Day Program Only) Late Pick-Up Fees**

1. Parents are required to pick their child(ren) up by their contracted pick-up time as determined at your enrollment appointment and noted on the Notice of Action (NOA). Although the Children's Center might be open either before and/or after your contracted pick-up time, each child must be picked up at the time listed on his/her individual contract.
2. Failure to pick up child on-time noted on each child's NOA will result in a late fee of **\$5.00 per child per ten (10) minute increment.** (Ten-minute increments begin at contracted pick-up time and include each minute past that time. For example: Parent arrives at 4:24 pm (twenty-four minutes past *their child's contracted pick-up time* of 4:00 PM). A late fee will accrue at the rate of \$15.00, for the twenty-four-minute tardiness because the next increment of 10 minutes has begun). It is vital that each child is consistently picked up on-time daily.
3. Late pick-up payment arrangements or payments-in-full must be paid directly to the YCUSD Child Development office at 445 Bernard Drive, Yuba City, CA 95991, before the child may return to the program. It is not our intent to disrupt the child's daily attendance routine. Upon payment, a written receipt will be provided for the parent to present to the teacher the next school day, and the teacher will be notified by the office that payment arrangements have been made.
4. Families with three (3) late pick-ups occurring in a fiscal year (July 1- June 30) may be required to meet with the Director of Child Development Programs to determine a correction plan. Ultimately, repeated late pick-up may result in termination from the program.

#### **ATTENDANCE and ABSENCES**

Children are expected to arrive to school on-time based on their certified schedule.

83% of students chronically absent in their early school years are unable to read on-level by 3<sup>rd</sup> grade. Just think, 2 absent days per month = 24 absent days per year. By the end of just one program year, your child's learning is now 1 month behind their peers!

Consistent attendance is vital for students to benefit from instructional programs, maintain instructional

routines, and strengthen social-emotional progress.

- Children are required to attend according to the contracted days and hours of enrollment on a regular and consistent basis. Drop-off and pick-up times are based on each student's contract (NOA) and not necessarily reflect the exact times and hours of operation.
- All changes to the contract must be approved and documented on a Notice of Action (NOA) through the Child Development Programs Office.
- Reasons for all absences must be recorded daily. Contact the teacher by 8:30 AM on day of absence to report the reason.
- If your child will be absent for more than three consecutive days for any reason, please contact the Bernard Office to speak with our staff.
- Absences not categorized as Excused Absences, as well as unverified absences, will be considered unexcused. Accumulating either three (3) consecutive or five (5) accumulative unexcused absences over the course of contract will result in *Notice of Action (NOA)* to terminate services. If justification of the unexcused absences can be made before the 19-day appeal period on the Notice of Action, the NOA will be rescinded.
- Following any absence, regardless of reason, parents must verify and sign on the sign-in/sign-out sheet, the reason for the absence – such as illness, appointment, best interest day, or family emergency.
- YCUSD CDP reserves the right to request medical return-to-school notes from a licensed medical professional after three (3) consecutive days of absence or when the child has an unidentified rash. Any established pattern or excessive use of excused absences will be subject to the Director's review. In the event that it is determined that the absence is actually an unexcused absence, the absence will be subject to the Unexcused Absence Policy.

**EXCUSED ABSENCE:** No limit

- Illness of child or parent/guardian, ailment, communicable disease, injury, hospitalization or quarantine
- Appointment of child or parent/guardian, which includes doctor, dentist, mental health, social service, welfare, education, special education services, counseling or therapy
- Court ordered visitation for time spent with a parent or relative as required by law. (Court order must be on file)
- Family emergency for unplanned situations of a temporary nature including court appearance, death, accident, hospitalization of a family member, no transportation or illness of sibling, personal environment disaster (i.e. fire), catastrophic event (i.e. burglary, auto accident/trouble), natural disaster/severe weather conditions (i.e. earthquake, tornado).

**BEST INTEREST DAYS (BID):** Limited to 10 days per fiscal year (July 1-June 30)

Parent/Guardian determines that another activity is better for the child to attend, such as:

- Visiting relative or close friend
- Vacation time with family
- Child attending a party
- Family moving
- Religious observance, holiday, or ceremony
- Personal or family business

Days used beyond ten are considered unexcused regardless of reason and are subject to a NOA of termination of services. Contact the Child Development Program office to inquire about your child(ren)'s yearly absence count.

**UNEXCUSED ABSENCE:**

- Child did not feel like coming to school
- Parent or child overslept
- Any absence not falling in the excused absence category

- Absences exceeding 10 “best interest” day limit
- Abandoned care (No show or contact)

#### **Fraud Policy**

The California Department of Education requires Yuba City Unified School District Child Development Programs (YCUSD-CDP) to inform all families receiving STATE or FEDERAL child care assistance that if child development services is obtained by providing fraudulent or incomplete information, YCUSD-CDP shall actively pursue recovery of the funds due. Fraudulent, false, deceitful, or misleading information provided to YCUSD-CDP regarding employment status, income, status as a student, enrollment in a training program, or eligibility relating to medical incapacitation, will be grounds for termination. Should you have any questions regarding reportable income, don’t hesitate to ask the CDP office staff. We are happy to provide both clarification and guidance.

If services are terminated due to suspected fraud and the parent initiates a fair hearing (appeal), the parents will be liable for any services YCUSD- CDP provided during the time the appeal was being processed should it be determined that the parent was providing fraudulent information. Parents will not be eligible for further child development services for at least twelve (12) months and the termination will be effective immediately.

YCUSD-CDP will attempt to recover funds by developing a repayment plan. All fees must be paid within one year, or future services will not be possible.

#### **PARENT INVOLVEMENT**

##### **School Board Meeting**

The Yuba City Unified School District Board Meetings are open to the public and we encourage parents to attend. The meetings are held on the second and fourth Tuesday of every month at 7:00 p.m. in the District Board Room at 750 Palora Avenue, Yuba City, 95991. Meeting dates and agendas can be found on the ycusd.org website.

##### **Parent Volunteers**

Parents are always encouraged to participate and be a part of their child’s education. YCUSD Board Policy (BP) 1240, Community Relations Volunteer Assistance policy states that volunteers shall act in accordance with district policies, regulations, and school rules. The Superintendent/Designee shall be responsible for investigating and resolving complaints regarding volunteers. All interested potential parent volunteers, see your child(ren)’s teacher for forms and more information.

All volunteers must abide by these policies and CDP regulations at all times. Parents who are interested in volunteering in the classroom need to complete the following:

- Compliance with YCUSD BP 1240
- YCUSD Volunteer Application
- TB Skin Test (required per CCL) and School Employee/Volunteer TB Risk Assessment (must be completed by a health care provider) or you may provide another form of current TB clearance
- Immunization verification for Pertussis and Measles
- Influenza verification or waiver
- YCUSD Volunteers must pass LiveScan Clearance
- Clearance on Megan’s Law Sex Offender Registry

Often parents accompany children on Field Trips or partake occasionally in classroom parties. This requires level of volunteerism requires the following:

- Compliance with YCUSD BP 1240
- Clearance on Megan’s Law Sex Offender Registry

Regardless of clearance no parent/guardian will be unsupervised or alone with any other child(ren) in program except their own.

**Parent Advisory**

The Parent Advisory Committee (PAC) is composed of parent representatives that meet to:

- Promote parent participation and include parents in the development of curriculum.
- Plan and promote participation in parent education meetings and family social gatherings.
- Plan and promote program improvements.

**Parent Concerns**

We encourage parents to communicate any concerns, complaints, or disagreements about services directly to the classroom teacher first. Classroom teachers and staff are committed to working with families and develop positive relationships. If after expressing concerns to the respective classroom teacher and a satisfactory resolution is not achieved, the issue may be presented to the Program Director by calling (530) 822-5235. Our Program Director has an open-door policy, and will make herself available when possible should parents stop by and/or call. In the event she is unavailable, the office staff will schedule a meeting time to help resolve any issue or concern. If the concern is regarding billing issues, please contact our office staff.

The State of California Department of Social Services Community Care Licensing licenses the Child Development Programs. All parents are given LIC 613A Personal Rights and LIC 995 Parents' Rights to complete at the time of enrollment. Parents who believe these rights may have been violated, and not satisfactorily resolved by the classroom teacher are encouraged to contact the Program Director at (530) 822-5235. If a Parent/Guardian feels that a child or parent’s rights have been violated may contact the Department of Social Services Community Care Licensing, 520 Cohasset Road, Suite 170, Chico, California, (530) 895-5033.

In addition, any concern or information pertaining to child abuse and/or neglect should be communicated promptly and directly with Child Protective Services (police, sheriff, probation, and/or welfare department).

**Parent Conduct**

On rare occasions, parents may express concerns in the classroom. We ask that parents express any concerns with the teacher either before or after class when the teacher is not with students. It is best if parents make an appointment to meet and discuss concerns with the classroom teacher either before or after class. We operate under the Board Policy 3515.2 Business & Non-instructional Operations. Any verbal or physical misconduct is a violation of the State Education Code 32210, 32211, 35160, 44810, 44811, 51512 and Penal Code 243.5, 415.5 which protects staff and children in these situations.

All adults, our staff included, are expected to exhibit these basic behaviors during our programs:

1. Demonstrate cooperation, act with honesty, and take responsibility for behavior.
2. Show respect and concern for the program, others, and their property.
3. Know and carry out the rules and regulations in the classroom, in this handbook, and YCUSD policies.
4. Refrain from displaying rudeness, defiance, or disrespect through words or gestures.
5. Use acceptable language.
6. Show respect for cultural and ethnic differences.
7. Communicate without threats and/or harassment.

Any visitor that fails to exercise these basic behaviors will be asked to leave the classroom, campus, and/or the Child Development Office immediately. YCUSD Uniform Complaint procedures are contained in the back of this handbook and located online at [ycusd.org](http://ycusd.org).

### **Confidentiality**

There may be times when parents hear information or see an incident that is confidential. This may be information that pertains to another person's private life, but is normally not public knowledge. This information may injure, unjustly sadden, or defame another person if revealed. If parents hear or see something which was not intended for their knowledge, they should not share this information with other parents, children, family, or friends. If the nature of the information is such that the parent cannot keep it to himself/herself, s/he should discuss the concerns with the classroom teacher. The teacher will then work with the Program Director who will address the situation.

The use or disclosure of any information pertaining to a child and his/her family shall be restricted to purposes directly connected with the administration of the program. Our program shall permit the review of the family data file by the child's parent(s) or parent's authorized representative, upon request and at reasonable times and places. Authorized YCUSD personnel will have access to child and his/her family files, individual child screening and assessment results for programmatic purposes. Such files may be reviewed but are not limited to review by the Program Director, Office Specialists, School Nurse, Teacher, Speech and Language Specialist, School Psychologist, or other authorized personnel. All family and children's files are stored in locked file cabinets.

## **CHILD/ADULT CARE FOOD PROGRAM (CACFP)**

### **Nutrition**

Our Child Development Programs participate in Child/Adult Care Food Program (CACFP) and provides meals in accordance with program requirements.

Our programs, in collaboration with the Nutrition program, do their best to avoid sugary snacks/treats like candy, cake, ice cream, and sugary cereals. They are costly and provide very little nutritional value. We encourage and support healthy eating.

All meals and snacks are provided to preschool children at no cost to their families regardless of a family's free or reduced status. Family copay for the National School Lunch Program and morning snack are provided for families by program funds. Food/Snacks are provided free of charge by the Federal School Lunch program. All foods must be consumed at the designated eating areas. Parents are invited to stay with your children until they complete their meal or snack, but no food and snacks may leave the area.

**Commented [FU1]:** Review this highlighted info with Karen Leyno. Management Bulletin 2001

### **Food Allergies**

List any food allergies on your child's emergency card and verbally inform our staff. Food Services Department requires a doctor's note documenting the child's food allergy. This will assist them as they prepare appropriate food choices for your child. Parents fill out a pre-admission health history report as part of the enrollment process. Our Office Specialists ask parents specifically about any food allergies indicated and provide a "Special Meal Request Form" to be completed by the child's physician. Only when the Special Meal Request Form is completed by the doctor and received to our office, the Food Services Department will review and accommodate if needed.

Should a student develop an allergy following the enrollment appointment parents should notify their teacher and the Child Development Office immediately. The same protocols as mentioned above would apply.

Our classroom teachers are responsible to communicate allergies to all staff & parents in the classroom. An allergy list should be located in a central location for easy reference.

## **DISCIPLINE POLICY**

### **Positive Guidance Policy**

Based on the philosophy of the Preschool Program, the positive guidance policy embodies mutual respect of the personal rights of the child and adult. Within that framework, children develop self-discipline within a safe environment free from punishment, infliction of pain, humiliation, ridicule, coercion, threat, mental abuse or other actions of a punitive nature. Goals have been developed for the children and guidelines for learning facilitators, parents and learners as well as procedures for dealing with unacceptable behavior.

### **Goals for Children**

1. To develop a strong sense of self-esteem.
2. To develop a sense of responsibility for self and others.
3. To develop internal controls.
4. To learn to recognize and express feelings.
5. To become aware of behavior and consequences.
6. To maintain respect for self and others.
7. To learn the art of self-protection.
8. To become a problem-solver.

### **Learning Facilitator/Parent/Learner Guidelines for Working with Children**

1. Model the expected behavior for children.
2. Reinforce acceptable behavior with words or actions.
3. Set limits and clear expectations. Reinforce the need for consistency among adults in the area.
4. Verbalize what is happening. Describe the situation and explore feelings.
5. Acknowledge the child's feelings.
6. Help children understand behavioral choices and natural consequences.
7. When possible, ignore inappropriate behavior that can be tolerated.
8. Use humor to relieve the tension.

### **Procedure for Dealing with Unacceptable Behavior**

1. Stop unacceptable behavior
2. Briefly explain what and why the behavior is unacceptable.
3. Explain acceptable alternatives as well as consequences.
4. If a child's behavior does not change, follow through with consequences.
5. When a child intrudes on the "safe space" of another person, whether child or adult, he/she may be required to sit quietly in an adult supervised area for a brief time. (Suggested time of 1 minute per child's year of age.)
6. In order to regain self-esteem, the child should be given the opportunity to make behavioral adjustments.
7. If a child exhibits consistently abusive behavior, the Learning facilitator or Site Supervisor (Principal) will determine further actions as necessary: parent conferences, consultation, referrals, or possibly removal from the program. Physically or emotionally hurtful actions will **not** be used.

### **Unacceptable Behavior in Children Include**

1. Physical abuse of self or others; hitting, biting, spitting, pushing, kicking, pinching, scratching, slapping or pulling hair.



2. Emotional abuse of self or others; name-calling, teasing, and use of foul or vulgar language, intimidating or threatening words.
3. Misuse or destructions of materials or environment; throwing objects, neglect of materials, not returning items to their proper places, mistreating animals and other live creatures, jumping or climbing on furniture, interfering in the work or play of others.

**Corporal Punishment**

State law and District policy prohibit Yuba City Unified School District employees, prohibited from the use of corporal punishment.

**Behavior Termination**

Prior to disenrolling a child because of a child's persistent and serious challenging behavior, the law requires that the contractor must, within 180 days, pursue and document that they have taken at least the following reasonable steps:

1. Consult with the child's parents or legal guardians and learning facilitator to maintain the child's safe participation in the program and provide available resources to support regarding challenging behaviors.
2. Inform the parents or legal guardians of a child exhibiting persistent and serious challenging behaviors of the process that the contractor will use to assist the child in order to safely continue to participate in the program.
3. If the child has an IEP or IFSP, and with the parent or guardian's written consent, consult with the local regional center on how to serve the child.
4. If the child does not have an IEP or IFSP, the program will (a) complete a universal screening including social and emotional development, (b) refer the parent or guardian to local community resources, and/or (c) implement behavior supports, before referring the child to request an assessment to determine the child's eligibility for special education support and services, including a behavior intervention plan.
5. If after following and documenting the reasonable steps referred to above to foster the child's safe participation, and concerns about safe participation remain, the contractor will consult with the child's parents or legal guardians, the child's learning facilitator, and if applicable, the Special Education Team providing special education services to the child.
6. If the contractor determines that the child's continued enrollment would present a continued serious safety threat to the child or other enrolled children the contractor shall refer the parents or legal guardians to other potentially appropriate placements such as Resource and Referral agencies and programs, or other local referral services available in their community.
7. Once the reasonable steps outlined above have been completed, the contracting agency may then disenroll the child, subject to the due process requirements and procedures identified in 5 CCR § 18119 - § 18122.

**MANDATED REPORTERS/CHILD ABUSE POLICY**

As per State Law, all learning facilitators and staff in the State of California are "mandated reporters" of suspected child abuse and/or neglect. YCUSD Child Development staff will follow requirements in reporting of suspected child abuse and/or neglect to Child Protective Services.

**Teacher notification:** (E. C. 49079) A school district shall inform the teacher of every student who has caused, or has attempted to cause, serious bodily injury or injury, as defined in paragraphs (5) and (6) of subdivision (E) of section 243 of the penal code, to another person. The district shall provide the information to the teacher based on any written records that the district maintains or receives from a law enforcement agency regarding a student described in this section. A "***battery***" is any willful and unlawful use of force or violence upon the person of another. "***Serious bodily injury***" means a serious impairment of physical

condition, including but not limited to, following: loss of consciousness, concussion, bone fracture, protracted loss or impairment of function of any bodily member or organ, a wound requiring extensive suturing and serious disfigurement "**Injury**" means any physical injury which requires professional medical treatment. A school district shall notify the teacher(s) of any student that has been found in violation of any subsection of E. C. 48900 (Except 48900(h)). This notification will be made for three years following the violation.

**Report of assault by pupil against school employee to law enforcement: Failure to Report Misdemeanor: (E.C. 44014)** requires a report to law enforcement officials of attack, assault or menace of any employee by a pupil. States that failure to report is a misdemeanor. This provides sanctions to person impeding such report.

**Report of violation to probation officer: (E.C. 48267)** Any pupil who has once been adjudged an habitual truant or habitually insubordinate or disorderly during attendance at school by the juvenile court of the county, or has been found to be a person described in Section 602 and as a condition of probation is required to attend a school program approved by a probation officer, who is reported as a truant from school one or more days or tardy on one more days without valid excuse, in the same school year or in a succeeding year, or habitually insubordinate or disorderly during attendance at school, shall be brought to the attention of the pupil's probation or parole officer within ten (10) days of the reported violation.

**Notification to Law Enforcement:** Education Code section 48902 requires the principal of a school or the principal's designee to notify the appropriate law enforcement authorities when a student commits acts that may violate certain Penal Code sections or may constitute certain suspendable or expellable offenses. Section 48902 has recently been amended to expand the scope of student conduct for which school officials are required to notify law enforcement.

Section 48902 requires a school principal or principal's designee to:

- Prior to the suspension or expulsion of a student, notify the appropriate law enforcement authorities of the county or city in which the school is situated of acts that may violate Penal Code section 245, which deals with assault with a deadly weapon, instrument, or firearm;
- Within one school day after suspension or expulsion of a student, notify the appropriate law enforcement authority of the county or school district in which the school is situated of any acts that may violate:
- Education Code section 48900(c) (unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of an enumerated controlled substance, alcoholic beverage, or intoxicant); or
- Education Code section 48900(d) (unlawfully offered, arranged, or negotiated to sell an enumerated controlled substance, alcoholic beverage, or intoxicant, and either sold, delivered, or otherwise furnished to a person another liquid, substance or material and represented it as a controlled substance, alcoholic beverage, or intoxicant); and
- Notify the appropriate law enforcement authorities of the county or city in which the school is located of any acts of a student that may involve the possession or sale of narcotics or of a controlled substance, or a violation of Penal Code section 626.9 (Gun-Free School Zone Act) or section 626.10 (bringing or possessing certain knives, blades, tasers, stun guns, and instruments that expel a metallic projectile on school grounds).

Section 48902 has been amended to now additionally require school officials to report any act specified in paragraph (1) *or* (5) of Education Code section 48915(c), commonly referred to as mandatory expulsion offenses, committed by either a student *or nonstudent* on a school site. Specifically, a school official must report the following conduct by a student or nonstudent:

- Possessing, selling, or otherwise furnishing a firearm; and
- Possession of an explosive.

The school principal or designee must report such acts to the city police or county sheriff with jurisdiction over the school and the school security department or the school police department, as applicable. Under section 48902, the willful failure to make a required report is an infraction punishable by a fine of up to \$500, to be paid by the principal or principal's designee who is responsible for the failure to report. Thus, it is important for school site administrators to be familiar and comply with section 48902.

**Non-students direction to leave, re-entry: (PC 626.6)** In any case in which a person who is not a student or officer or employee of a school, and who is not required by his or her employment to be on campus, enters such campus, and it reasonably appears to the administration that such person is committing any act likely to interfere with the peaceful conduct of the activities of the campus, the administration may direct the person to leave the campus, and if the person fails to do so or if the person willfully and knowingly reenters upon the campus within seven (7) days after being directed to leave, he or she is guilty of a misdemeanor and may be punished

#### **Health and Medication at School**

We trust that each parent will be responsible to monitor the daily health and physical condition of his/her child and to determine the child's ability to actively participate in the program. As a precaution, a daily health check will be made by the classroom teacher. After the teacher determines that the child is without obvious signs of illness, the parent or authorized adult may sign the child in.

If the teacher determines that the child is not well enough to stay in the program, the parent or the person who brought the child will be asked to take the child home and monitor their health. Excused absences will be allowed to resolve this health issue. Our health history form contains a space for parent to determine a plan for staff to follow if their child becomes ill.

#### **Illness/Health Procedures**

**Children who are ill with cold or flu like symptoms must be free from fever, vomiting, and/or diarrhea for twenty-four (24) hours before returning to the program.**

#### **Rash**

Following any unidentified rash parents will be required to provide a health care provider note verifying that the student is not contagious before that child return to school.

**Head Lice** Head lice outbreaks are common among school children. ALL children can become infested, even the cleanest child. If a child is found with active, adult head lice, the parent/guardian shall be given information about the treatment of head lice and encouraged to begin treatment of the child immediately and to check all members of the family. Upon the child's return to school, the child shall be checked for active head lice. If it is determined that the child remains infested with head lice, parents shall be contacted to discuss treatment. As needed, the school may provide additional resources and/or referral to the local health department, health care providers, or other agencies. If a child is found consistently infested with head lice, he/she may be referred to a multidisciplinary team.

#### **Anaphylaxis Treatment Annual Notification to Parents**

California Education Code 49414 authorizes school districts to provide epinephrine auto-injectors to trained personnel to use to provide emergency medical aid to persons suffering from an anaphylactic reaction. Anaphylaxis is a rapid, severe allergic response triggered by insect stings, foods, medications, latex materials, exercise, or in rare cases by unknown causes. This is a life-threatening allergic condition, requiring immediate treatment. Administering epinephrine to students during a medical emergency may help to insure the student's health and safety at school.

### **Automated External Defibrillator (AED)**

An AED, or automated external defibrillator, is used to help those experiencing sudden cardiac arrest. It's a sophisticated, yet easy-to-use, medical device that can analyze the heart's rhythm and, if necessary, deliver an electrical shock, or defibrillation, to help the heart re-establish an effective rhythm.

### **Medication at School**

Classroom staff must be aware of all medication given. Only medication that is ordered by the child's physician **and is documented** on the YCUSD Medication Administration Authorization Form is allowed on campus. The medication must be in the original, current prescription container. The prescription bottle must have the child's name, medication name, specific dosage, directions, and expiration date. We cannot share medications amongst siblings. It is the parents' responsibility to provide their child's medication and replace the medication when it becomes expired. In rare cases, if the safety of the child is in jeopardy, a child may need to be excluded from the program until the parent replaces the expired medication. We ask that whenever possible, medications be given at home.

For safety reasons, do not put medications in the child's backpack or with other belongings. Parents must deliver all medications directly to staff.

### **Sun Exposure/Protection**

YCUSD Child Development Programs will provide as much natural shade protection to children as possible during outdoor activities. All efforts will be made to provide mature shade trees and sun protective shade structures. In efforts to reduce sun exposure parents are encouraged to dress their child in appropriate sun protective clothing, including hats. We encourage families to apply a minimum of 15% Sun Protection Factor (SPF 15/UVB & UVA) protection lotion or product to children prior to sun exposure. If a parent requests that a second sunscreen application take place at our full day program, staff will follow EC35183.5. With signed parent permission, sun protective lotion will be applied to a child, as requested.

### **Effects of Lead Exposure**

Children 1-6 years old are the most at risk for lead poisoning. Lead poisoning can harm a child's nervous system and brain when they are still forming, causing learning and behavior problems that may last a lifetime. Lead can lead to a low blood count (anemia). Even small amounts of lead in the body can make it hard for children to learn, pay attention, and succeed in school. Higher amounts of lead exposure can damage the nervous system, kidneys, and other major organs. Very high exposure can lead to seizures or death.

### **SIDS Prevention**

One of the biggest threats to an infant's sleep safety is SIDS (Sudden Infant Death Syndrome), also known as "crib death" or "cot death".

SIDS is the sudden and unexplained death of an infant who is younger than 1 year old. Research has not yet determined what causes SIDS. However, infants who sleep on their backs are less likely to experience SIDS. As a preventative measure, the American Academy of Pediatrics recommends that babies be put to sleep:

#### **What You Can Do**

- Put baby to sleep on their back – Once babies can roll over on their own—usually around 4 to 7 months—they are able to choose their own sleep position
- Use a firm mattress. Never put your baby to sleep on a pillow, sheepskin, waterbed, or other soft surface.
- Avoid warm rooms – Keep your baby's bedroom at a temperature that is comfortable for an adult in a short-sleeved shirt.
- Keep a nonsmoking environment – Research finds that exposure to secondhand smoke doubles a baby's risk of SIDS
- Clear the crib – Toys and loose bedding may inhibit the baby's sleeping

- Use a pacifier – This is a very individual decision and parents have widely different beliefs about pacifier use, however, pacifiers have been linked with a lower risk of SIDS.

Even though you are putting your baby to sleep on his or her back, it is still very important to give babies “tummy time” each day. This is time spent on their stomachs playing and exploring during the day. Tummy time helps babies develop the neck and shoulder muscle strength they will need to roll over, sit up, and crawl. Tummy time can also reduce the risk of positional plagiocephaly, an increasingly common condition in which babies develop a flat spot on the back of their heads from spending too much time lying on their backs.

Once babies can roll over on their own—usually around 4 to 7 months—they are able to choose their own sleep position, and often do not stay on their backs all night long. At that point, it is safe to let babies pick a sleep position on their own.

Explore more about SIDS and sleep at <http://www.kidshealth.org/parent/general/sleep/sids.html>

### **Child Incident/Accident Reporting Policy**

It is the policy of YCUSD Child Development Programs to document and report child incidents/accidents on a *YCUSD Child Development Program Child Incident/Accident Form*. This form indicates any visible sign of injury, including minor skin cuts, bruises or abrasions. The form includes verification of discussion with parent by his/her signature.

### **Incident/Accident that Requires Child Pick-Up**

For any accident that requires a child’s parent/guardian be called to pick up the child, we will also complete the following forms in addition to the *YCUSD Child Development Program Child Incident/Accident Form*:

- YCUSD Student Accident Form (lists all witnesses to the accident, including any children who saw the accident or the child’s account of the incident)
- Licensing Form (LIC 624) Unusual Incident/Injury Report (when applicable).

In all cases of major injury or illness, attempts will be made to contact parents immediately and involve them in the decision regarding treatment. If the staff is unable to locate the parents or an emergency contact, the child will be transported by ambulance (at the parent's expense) to a hospital.

### **Hand Washing**

To prevent the spread of germs in the YCUSD Child Development Programs, our staff regularly wash their hands and assist and teach children effective hand-washing practices.

### **Hands Washing Times for Children:**

- Upon arrival at the program, while assisted by a parent or guardian.
- Immediately before and after eating.
- After using the toilet or having a diaper changed.
- After contact with body fluids, including diapers, runny noses, spit, vomit, etc.
- Before and after using water tables
- Before and after using play dough.
- After playing on the playground.
- After handling pets, pet cages, or other pet objects.
- Whenever hands are visibly dirty.
- As needed

### **Hand Washing Procedures**

- Use liquid soap and warm running water.
- Rub hands vigorously for at least twenty seconds. Rub the back of hands, wrist, between fingers, under and around any jewelry, and under fingernails. Rinse well.

- Dry hands with paper towel and avoid touching the faucet with just-washed hands. Use a paper towel to turn off the water.

### **Hand Rub/Hand Sanitizer Products**

YCUSD Child Development Programs will make available, and encourage the use of alcohol/alcohol free hand rub products when hands are not visibly soiled. These products will not be used in lieu of proper hand washing procedures but we reserve the right to use in the event that running water and soap are not available, such as when we are on field-trips or during short transitions.

### **Universal/Standard Precautions**

Universal precautions are a set of precautions designed to prevent the spread of human immunodeficiency virus (HIV), hepatitis B virus, and other blood borne pathogens. They apply to blood and body fluids containing visible blood, and involve the use of protective barriers such as gloves, gowns and masks to prevent contact with blood and body fluids. YCUSD Child Development Programs will follow the guidelines for standard precautions adopted for licensing community care facilities with the assistance of the California Department of Public Health.

Universal precautions are not limited to use with individuals known to be carrying a specific disease. Precautions must be used in all situations and instances when blood or body fluids are handled. Precautions should be used daily as part of good hygiene practices in all classrooms.

In the school setting, universal precautions include:

- hand washing
- using gloves
- placing gloves and other clean up items into a clear plastic bag and tying it off
- careful trash disposal
- using disinfectants
- modification of CPR technique
- care when diapering
- if the blood and body fluids get on the carpet, blot with paper towel and clean carpet with disinfectant (use carpet machine)

It is critical that universal precautions be used in every instance when handling blood and body fluids (e.g., drainage from scrapes and cuts, feces, urine, vomitus, respiratory secretions such as nasal drainage, saliva, blood, semen, and vaginal secretions) because there may be situations where it is not known that a person is infected.

Child Development Programs Staff will not wait until a student or adult is identified as infected or ill before practicing universal precautions. For legal reasons related to confidentiality, there is no requirement that health officials notify school authorities of the results of blood test for antibodies to the HIV/AIDS virus. It is everyone's responsibility to continually use good disease prevention techniques based on thorough hand washing.

### **Standard Precautions**

Both universal precautions and standard precautions assume that anyone may be infected with a virus. Standard precautions are very similar to universal precautions, but more comprehensive. The Center for Disease Control recommended that standard precautions be used in place of universal precautions in hospitals. Standard precautions have since been adopted as common-sense guidelines to prevent disease transmission in a variety of settings, including congregate-living facilities, childcare facilities, and schools.

Standard precautions combine the major features of universal precautions (which apply to blood and other body fluids) and body substance isolation (a set of precautions that apply to moist body substance), and apply to: 1) blood; 2) all body fluids, secretions and excretions (except sweat) whether or not they contain visible blood; 3) non-intact skin (including cuts, scratches and badly chapped skin); and 4) mucous membranes. Thus, like universal precautions, standard precautions apply to blood and body fluids, but standard precautions also apply to body substances and fluids such as urine, feces, wound drainage, gastric drainage, nasal, mouth and eye secretions, and open lesions or wounds on the skin.

#### **Plan for Infection Control**

- Hand-washing procedure for staff and children posted by all bathroom sinks and classroom sinks.
- Staff will use commercial sanitizer or prepare 1¼ cup bleach to one gallon of water solution or 1 tablespoonful of bleach to 1 quart of water, labeled, and placed out of children's reach.
- Director provides janitorial staff with directions for daily and monthly cleaning: daily disinfecting of toilets, toilet seats, sinks, faucets and floors.
- All mops disinfected with approved solution and the mop is stored in janitorial room.
- Teaching staff will clean all tabletop surfaces and kitchen counters.
- All cleaning supplies are stored out of reach of children in a locked cabinet.
- All staff sanitize tabletops before and after any snack or meal served.
- Water play equipment is disinfected and properly stored after daily use. Water is changed before new group uses table.
- Staff washes all sheets and blankets weekly.
- Staff sanitizes all toys weekly or upon contamination.
- Facial masks and/or face shields and gloves are available and used when needed or directed by our County Health Department.

#### **Environmental, Health & Pest Control Policy**

The YCUSD Child Development Programs facilities are entirely smoke-free. The programs maintain facilities, so they are free from harmful animals, insect pests, and poisonous plants. Staff comply with all occupational safety and health standards issued by OSHA (Occupational Safety and Health Administration) that apply to its own actions and conduct on the job.

Written notice will be posted at least twenty-four (24) hours in advance of all pesticide or herbicide application. This notice will include the date, time and general area(s) scheduled for treatment along with the brand name of the pesticides(s) or herbicide(s) to be used.

#### **§48980.3–Notification of Pesticides**

Pursuant to the requirements of Assembly Bill 2260, the Healthy Schools Act of 2000, we are providing this information regarding the Yuba City Unified School District's pest control plan. The District has established an annual pest control services contract with a qualified, licensed pest control applicator company. This service will consist of regular inspections for typical household pests at our school campuses. If, during the course of the inspection, indications of activity are discovered, treatments may be applied to control insects. Working with the applicator to develop strategies to reduce the need for treatments, we are committed to keeping such applications to a minimum, using only products appropriate for use on school campuses in all cases. The District supports the use of non-toxic products and uses non-toxic products in most cases. The District will inspect the exterior of all school buildings on a quarterly basis and inspect the food service areas (kitchens and storerooms) on a monthly basis. These inspections are for ants, silverfish, flies, and other typical household pests. If non-toxic products are not effective and actual pesticide treatment is required, additional products that may be used and are approved for use on our sites. In the event of treatment, the site will be posted with a written sign at least 24 hours prior to the application.

If you have any questions or comments regarding pest control at California schools, please feel free to visit the California Department of Pesticide Regulation website at <http://www.schoolipm.info> or contact the YCUSD Maintenance and Facilities Department at 530.822.5252. A copy of the Individual Pesticide Application Notification is available at [ycusd.org](http://ycusd.org).

#### **Air Pollution**

The YCUSD Child Development Programs will lower health risks from air pollution as follows:

- Monitor Air Quality Index (AQI) given by local news sources.
- Have children play outside at the time of day when pollution levels are at the lowest. In extreme AQI levels children will stay inside for play.
- Monitor for symptoms of coughing, wheezing, pain when breathing, and chest tightness.

#### **Site Emergency**

The YCUSD Child Development Programs utilizes all efforts to keep children safe. This includes, but is not limited to, ensuring all children signed in daily to our program are present. We use a classroom ratio tracking sheet and count children every 30 minutes whether inside or out. Our program collaborates with district photography to provide a picture identification card for the enrolled child. Digital access to the child's photograph is available to appropriate law enforcement and school officials.

#### **In the event of an emergency or natural disaster, these procedures will be followed:**

1. Children will remain at the site until they can be picked up by the parent or other authorized adult. Staff will remain with the children until every parent or authorized adult arrives.
2. If a site is evacuated, children will be taken to a designated emergency center. The location will be posted on the site door and will be announced on the local radio station handling the emergency broadcasting (KUBA AM 1600 or SUNNY FM 95.5). If possible, efforts will be made to contact parents via the district's auto-dialer, if an evacuation is necessary.
3. In the event there is an emergency where the authorities say that no one can enter or exit the programs – "lock down" – the children will remain in the classroom and will not be released to anyone, including their parents, until the proper authorities have lifted the "lock down" command. Information regarding the lock down will be available to parents on emergency broadcasting (KUBA AM 1600 or SUNNY 95.5 FM)

#### **ELIGIBILITY FOR CHILD DEVELOPMENT PROGRAMS**

Documentation is required to determine eligibility for State funded child development programs in the following categories:

#### **Family Size**

Determination is made based on the number of adults and children related by blood, marriage, or adoption that comprise the household in which the child is living.

When an adult living in the household is neither the parent of the child nor the spouse of the parent, the adult and the adult's children shall be excluded from the family size when it is in the benefit of the child. (For example, grandparents, adult siblings, aunts, uncles and boy/girlfriends.)

"Family" means the parent(s) and the child for whom the parents are responsible who comprise the household in which the child receiving services is living. For purposes of income eligibility and family fee determination, when a child and his or her siblings are living in a family that does not include their biological or adoptive parent(s), "family" shall be considered the child and related siblings. The definition of family in the regulations parallels the definition of parent found in the regulations and Education Code (EC) Section 8208(u) which states: "'Parent' means a biological parent, stepparent, adoptive parent, foster parent,



caretaker relative, or any other adult living with the child who has responsibility for the care and welfare of the child.”

However, domestic partners and legal guardians were added to correspond with other legal provisions governing the definition of parents. “Any other adult living with the child who has responsibility of the care and welfare of the child” can include a neighbor who is temporarily entrusted by the parent to care for the child if the parent has been incarcerated. This includes any person standing “in loco parentis” (in place of the parent) while the parent is away from home for more than one day at a time. Parents whose work takes them away from the home for 24 hours or more need to identify the person who is acting “in loco parentis”.

One factor used in determining whether two adults living together are considered a family is if they have a child in common, regardless of marital status and whether or not the child in common is receiving subsidized child development services.

A parent shall provide the names of the parents and the names, gender and birthdates of the children identified in the family. This information shall be documented on a confidential application for child care and development services and used to determine family size. The parent shall provide supporting documentation regarding the number of children and parents in the family. The number of children shall be documented by providing the following documents, as applicable:

- a. Birth certificates
- b. Court orders regarding child custody
- c. Adoption documents
- d. Records of Foster Care placements
- e. School or medical records
- f. County welfare department records, or
- g. Other reliable documentation indicating the relationship of the child to the parent.

When only one parent has signed the application and the information provided above indicates the child or children in the family have another parent whose name does not appear on the application, then the presence or absence of that parent shall be documented by providing any one of the following documents, as applicable:

- a. Records of marriage, divorce, domestic partnership or legal separation;
- b. Court-ordered child custody arrangements;
- c. Evidence that the parent signing the application is receiving child support payments from his/her ex-spouse or ex-partner, has filed for child support with the appropriate local agency, or has executed documents with that agency declining to file for child support;
- d. Rental receipts or agreements, contracts, utility bills or other documents for the residence of the family indicating that the parent is the responsible party.

If, due to the recent departure of a parent from the family the remaining applicant parent cannot provide any of the documentation above, the applicant parent may submit a self-declaration signed under penalty of perjury explaining the absence of that parent from the family. If the information provided by the parent is insufficient, YCUSD Child Development Programs may request additional documentation necessary to verify the family composition and family size and eligibility.

“Family of One” is when a child is living with an adult or adults other than a natural or adoptive parent.

#### **Gross Monthly Income**

A family is deemed eligible if their total countable, gross monthly income, adjusted for family size, is equal to or less than 70% of the median income. Current state median income eligibility guidelines are subject to change annually. Documentation of employment will include current pay stubs for part day preschool

and current pay stubs plus an employment verification form(s) signed by the employer, for full day preschool/migrant. Each type of monthly income requires back-up documentation.

#### **Need (Full-Day Program Only)**

The need for childcare is determined according to each parent's work verification, school schedule, and/or incapacity. Parents may utilize childcare services according to their need eligibility. Children that require care beyond Part-Day Preschool will be enrolled in our Full-Day Preschool program if spots available. For example, if a parent's childcare need is due to employment, they may use childcare for days they are working. Parents are responsible for maintaining eligibility and a current need status. Please report changes in your need and/or gross monthly income, immediately.

Examples of need-criteria are as follows:

1. Child Protective Services/At Risk of Abuse, Neglect, or Exploitation, written referral by a legally qualified professional from a legal, medical, or social services agency or emergency shelter verifying that the family requires childcare and/or preschool as part of the service plan.
2. Seeking Permanent Housing due to Homelessness
3. Employment
4. Seeking Employment
5. Vocational Training leading directly to a recognized trade, para-profession or profession
6. Parental Incapacity
7. Documentation of Child's exceptional needs

#### **Child Protective Services (CPS) Referral Policy**

If eligibility and need are based on Child Protective Services, our office staff will need a written referral from a County Welfare Department Child Welfare Services worker that must be dated within the six months immediately preceding the date of application for services, certifying that:

1. The child is receiving child protective services and
2. Childcare and development services are a necessary component of the child protective services plan.
3. The probable duration of the child protective services plan and the name, address, telephone number, and signature of the child welfare services worker who is making the referral.
4. A family may be eligible for childcare services for up to 12 months if a County Welfare Department child welfare services worker certifies that the child is receiving protective services or family maintenance services, and if the case plan documents that the family requires care for the child. The 12-month time limit can be extended if the child welfare services worker issues another referral authorizing childcare services. If there is no subsequent referral, the family will need to provide documentation that verifies that the family meets other need and eligibility criteria in order to continue to receive services. Families are required to recertify before the referral expiration date. The period between referrals should not exceed twelve (12) months. All families are subject to the family fee requirement unless waived in writing by the referring agency. Families may be exempt from paying a fee for up to 12 months (cumulative), if determined to be necessary by a County Welfare Department child welfare services worker. For families with a fee waiver, income information will not be required and fees will not be assessed or collected.

#### **At Risk Children Referral Policy**

Parent(s) will children at risk of abuse, neglect, or exploitation need to provide documentation necessary to support the at "risk-need" qualification. Children at risk of abuse, neglect, or exploitation are eligible to receive child development services for up to three months. When a family with an at-risk referral is certified for child development services, the Notice of Action, Application for Services, will state that services are approved for a maximum of three months. Our office specialist will complete the recertification process

within the time specified on the original “at-risk” referral. The family can continue to receive child development services based on either of the following reasons:

1. The child continues to receive CPS and the referral specifies that childcare and development services are a necessary component of the CPS plan.
2. The family meets other "need" and "eligibility" criteria pursuant to EC Section 8263(a).

### **Due Process Parent Appeal**

#### **Notice of Action**

Whenever an agency makes changes to childcare services (for example, by approving or denying services, by changing the approved hours of care, or by terminating services), the agency must notify parents through a “Notice of Action” (NOA) form.

The NOA will:

- Describe for parents what action will be taken, the reasons for the action and the date on which that action will be effective.
- The NOA will specify that parents have a right to appeal the action described on the NOA should parents disagree with the action, and provide parents with instructions for appealing.

#### **The Appeal Process:**

There are two levels of appeal:

1. A local hearing conducted by a hearing officer who is not involved with the decision; and
2. A state review conducted by the California Department of Education (CDE) of the local hearing decision.

More detailed information later in this handbook.

#### **Enrollment**

Children living within Sutter County boundaries are given priority enrollment. YCUSD Child Development Programs shall maintain and use an Eligibility Waiting List in accordance with admission priorities of CDE and stated within the Funding Terms & Conditions for the current fiscal year. Applicants will be contacted in priority order.

Once contacted from the waiting list, each family will be scheduled for an enrollment appointment, including an overview of the parent handbook.

#### *Documentation required for enrollment in the YCUSD, Child Development Programs:*

1. Documentation/Verification of income eligibility.
2. Documentation of need, for children requiring care beyond our part day preschool.
3. A signed Child Care Data Collection Privacy Notice and Consent, Form CD9600A.
4. Immunization records: all immunizations must be up to date within thirty (30) days of enrollment.
5. Birth certificates or their equivalent for all children counted in the family size.
6. Physical examination done within the past year, preferably thirty (30) days prior to enrollment, and no later than thirty (30) days following enrollment.
7. All immunizations need to be current at the time of enrollment or within thirty (30) days of enrollment. The following immunizations are required for children eighteen (18) months of age and older:

Polio	Three (3) doses
DTP	Four (4) doses
MMR	One (1) dose on or after first birthday
HIB	One (1) dose but must be after first birthday
Hepatitis B:	Three (3) doses

Varicella      One (1) dose

8. A completed YCUSD Child Development Programs enrollment packet.

#### **Health and Social Services Resources**

YCUSD Child Development Programs are committed to connecting families with appropriate providers of health and social services. We provide a packet for parents during the enrollment process with contact information for health and social services and other important resources. If anytime during the year, a family requires additional information or assistance, they are encouraged to contact our office. We will provide information and work to conduct follow up procedures with the parent to ensure that their needs have been met.

#### **Recertification Process**

The YCUSD Child Development Programs are required to recertify family eligibility at intervals not less than twelve (12) months. Families with children enrolled in our Part-Day preschool who are age-eligible for a second year of preschool, will be recertified in the spring, for the following school year. In our Full-Day Preschool Programs, recertification will be annual or at parents' request.

If during the recertification process it is determined that a family exceeds income guidelines, we will issue a Notice of Action terminating services. Families will be provided a nineteen (19) day notice if mailed, and fourteen (14) days' notice, if hand delivered to the parent.

#### **Full Day Program/Migrant Programs**

Information regarding Full-Day Preschool/Migrant Programs is listed below.

#### **Nap Time**

Full-Day programs include a nap/rest period. Children do not have to sleep during the scheduled nap time. A child may remain awake and resting during this period. If a child wakes up early from a nap or becomes restless, that child may engage in a quiet activity (e.g., look at a book, draw, etc.)

#### **Monthly Parent Fees**

1. Depending on a family's gross income level, monthly fees may apply in full-day programs only. These fees will be assessed in accordance with the current Family Fee Schedule issued by the California Department of Education, Early Learning and Care Division.
2. Fees are based on contracted days of service. No refunds will be made for absences of any kind.
3. Please bring payments in or mail to the Child Development Programs Office at 445 Bernard Drive, Yuba City, 95991. Check or Money Order payments are preferred, and **payable to "Yuba City Unified School District."** A receipt will be provided.
4. If your check is returned, any subsequent payments must be paid by money order, certified check or cash. Please note that bank fees for returned checks will be passed on to parents.
5. Child development parent fees are payable by the first (1<sup>st</sup>) of the month and are **delinquent** after seven (7) days from the date the fees were due. A ten-dollar (\$10.00) late fee will be charged on all payments received after the tenth (10th) of the month. Failure to pay by the tenth (10th) will result in a 14 day (hand delivered) or 19 day (mailed) "Notice of Action." Failure to submit payment and late fee within the notice time period will result in enrollment termination. If termination of services occurs for nonpayment of delinquent fees, the family shall be ineligible for childcare and development services until all delinquent fees are paid.
6. Parents pay the contracted fee until a new contract is executed.
7. If fees are a family hardship, arrangements for payments can be made through the Child Development Programs office. Together, we will develop a contract for payment that meets the financial needs of the family and keeps regular payments forthcoming to the Program. This

parent/agency contract agreement will be temporary and kept on file. A maximum of two (2) payment agreements per fiscal year may be requested. Approval of such agreements will be granted at the full discretion of the program director.

8. When a CA Department of Education funded program cannot meet all of the family's needs for childcare for which eligibility and need has been established, the state grant's a fee credit equal to the amount paid to another provider(s) of these services. The fee credit will be applied to the family's subsequent fee billing period. The family shall not be allowed to carry over the fee credit beyond the family's subsequent fee billing period. The parent/family will provide copies of the receipts for the siblings receiving other childcare services. Receipts shall be pre-numbered, show amount paid, date of payment, daily rate and period of services. Together, it will be determined when the receipts can be provided, and when any remaining monthly fees are due.

#### **Nap Time**

Full-Day programs include a nap/rest period. Children do not have to sleep during the scheduled nap time. A child may remain awake and resting during this period. If a child wakes up early from a nap or becomes restless, that child may engage in a quiet activity (e.g., look at a book, draw, etc.)

#### **Seek Work Policy**

Parents who are income-eligible for child development services and are not employed will be eligible for "seek work time" for a maximum of no more than thirty (30) hours per week. This need criterion is per parent, not per family. Since this a part-time benefit, if both parents are unemployed and requesting services, then care could only be provided to the extent that the parents cannot take turns caring for the child(ren) while the other person seeks employment.

Verification/documentation of the parent's plan for seeking work will be required including a statement of how the parent plans to gain employment. To comply with this policy a "seek work" form must be completed and submitted to the Bernard Office.

#### **Student Parents**

Student parents must be working towards a recognized vocational goal and provide written documentation of their progress. Progress reports must be submitted upon registration, changes in class schedule, and completion of semester.

Student parents will be limited to service for a six-year (6) training period toward a vocational goal. For the six-year (6) limit, the agency only has to keep track of the start date. If a parent discontinues training, resuming after several years, the original start date is the date to which six (6) years is added to identify the end date.

If the basis of need is training, the documentation in the family file shall include:

1. Name of the school or organization where training is received
2. Dates that current training activities will begin and end
3. A statement of the parent's(s') vocational training goal(s)
4. The anticipated completion date(s) of all required training activities to meet the vocational goal
5. Class schedule which includes:
  - a. The courses that the parent is currently enrolled in
  - b. Day(s) of the week and time(s) of day of the courses
6. Signature of parent along with the date the application was signed
7. Signature or stamp of the training institution's registrar. In most cases the parent should be able to get an electronic printout of the class schedule.
8. Report cards, transcripts or other records to document that the parent is making progress toward the attainment of the vocational goal in accordance with funding regulations.

9. A GED or English as a Second Language can be the vocational objective; they are a means of achieving the vocational goal.

#### **Study Time**

On a case by case basis, the maximum study time for any academic class is two (2) hours per week per academic unit in which the parent is enrolled. Students will be eligible for “student leave” between continual school sessions. Student leave provides the opportunity to remain eligible for services when the new semester begins.

#### **Online Classes Policy**

Online or televised instructional classes that are unit bearing classes from an accredited training institution shall be counted as class time at one hour a week for each unit. The parent shall provide a copy of the syllabus or other class documentation, as applicable, and the URL web address of the online program. The accrediting body of the training institution must be among those recognized by the United States Department of Education.

#### **Adequate Progress**

Continuation of services based on training is contingent upon making adequate progress. The first time the parent does not meet the conditions of adequate progress, s/he may continue to receive services for one additional quarter, semester, or training period, as applicable to improve his/her progress. At the conclusion of that session, the parent must, in the classes for which subsidized care was provided, have made adequate progress minimum (2.0 grade point average or meeting institution’s standard for making adequate progress). If the parent has not made adequate progress, services for this purpose shall be terminated.

No later than ten (10) calendar days after the training institution’s release of progress report for the quarter, semester, or vocational training period, as applicable, the parent shall provide the YCUSD Child Development Programs with a copy of his/her official progress report. As it deems appropriate, YCUSD Child Development Programs may require the parent to have an official copy of a progress report sent directly from the training institution. In addition, YCUSD Child Development Programs may request a release of information to enable YCUSD CDP to verify the parent’s progress with the institution.

#### **Swing Shift/Sleep Hours**

Sleep time is not granted automatically. Sleep time would be appropriate when the parent has a child or children to care for during the time needed for sleep. It would not be appropriate to authorize sleep time if both the parent and child would be sleeping at the same time. Sleep time will be considered when a parent makes the request and meets the qualifications. Parent’s work and travel time must fall between 10:00 PM and 6:00 AM. Sleep time will be calculated based on the number of hours worked and commute time that occur between those hours. For Example: A parent works from 8:00 PM until 2:00 AM and has a half hour commute: 4 ½ hours of the parent’s work/travel time fall between 10:00 PM-6:00 AM, so the parent could have up to 4 ½ hours of sleep time.

#### **Travel Time Policy**

It is the intent of YCUSD Child Development Programs to provide necessary services that coincide with the parent’s weekly work hours. This is referred to as “travel time” and is intended to be used to support employment (travel to and from the location at which services are provided and the place of employment). This amount of time shall not exceed half of the daily hours authorized for employment to a maximum of four hours per day. In addition to the above, “reasonable commute” will contribute to determining the amount of commute/travel time allowed.

**REQUIREMENT TO REPORT INCOME OVER 85% THRESHOLD**

Family Size	Family Monthly Income	Family Yearly Income
1-2	\$5,540	\$66,479
3	\$6,157	\$73,885
4	\$7,069	\$84,822
5	\$8,199	\$98,393
6	\$9,330	\$111,965
7	\$9,542	\$114,509
8	\$9,755	\$117,054
9	\$9,967	\$119,598
10	\$10,179	\$122,143
11	\$10,391	\$124,687
12	\$10,603	\$127,232

If and when my adjusted monthly gross income exceeds \$ \_\_\_\_\_ for my family size of \_\_\_\_\_, I will notify YCUSD Child Development Programs within 30 calendar days. My signature below acknowledges that I understand the requirement to report income that exceeds the exit threshold.

**STATE OF CALIFORNIA—HEALTH AND HUMAN SERVICES AGENCY CALIFORNIA  
DEPARTMENT OF SOCIAL SERVICES COMMUNITY CARE LICENSING DIVISION**

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

**PARENTS' RIGHTS**

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

1. Enter and inspect the childcare center without advance notice whenever children are in care.
2. File a complaint against the licensee with the licensing office and review the licensee's public file kept by the licensing office.
3. Review, at the child care center, reports of licensing visits and substantiated complaints against the licensee made during the last three years.
4. Complain to the licensing office and inspect the child care center without discrimination or retaliation against you or your child.
5. Request in writing that a parent not be allowed to visit your child or take your child from the child care center, provided you have shown a certified copy of a court order.
6. Receive from the licensee the name, address and telephone number of the local licensing office.  
Licensing Office Name: **DSS-Community Care 520 Cohasset Road, Suite 6, Chico, CA 95926**  
Licensing Office Telephone #: **(530) 895-5033**
7. Be informed by the licensee, upon request, of the name and type of association to the child care center for any adult who has been granted a criminal record exemption, and that the name of the person may also be obtained by contacting the local licensing office.
8. Receive, from the licensee, the Caregiver Background Check Process form.

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

STATE OF CALIFORNIA - HEALTH AND HUMAN SERVICES AGENCY  
CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

**PERSONAL RIGHTS Child Care Centers**

Personal Rights, See Section 101223 for waiver conditions applicable to Child Care Centers.

(a) Child Care Centers. Each child receiving services from a Child Care Center shall have rights which include, but are not limited to, the following:

- (1) To be accorded dignity in his/her personal relationships with staff and other persons.
- (2) To be accorded safe, healthful and comfortable accommodations, furnishings and equipment to meet his/her needs.
- (3) To be free from corporal or unusual punishment, infliction of pain, humiliation, intimidation, ridicule, coercion, threat, mental abuse, or other actions of a punitive nature, including but not limited to: interference with daily living functions, including eating, sleeping, or toileting; or withholding of shelter, clothing, medication or aids to physical functioning.
- (4) To be informed, and to have his/her authorized representative, if any, informed by the licensee of the provisions of law regarding complaints including, but not limited to, the address and telephone number of the complaint receiving unit of the licensing agency and of information regarding confidentiality.
- (5) To be free to attend religious services or activities of his/her choice and to have visits from the spiritual advisor of his/her choice. Attendance at religious services, either in or outside the facility, shall be on a completely voluntary basis. In Child Care Centers, decisions concerning attendance at religious services or visits from spiritual advisors shall be made by the parent(s), or guardian(s) of the child.
- (6) Not to be locked in any room, building, or facility premises by day or night.
- (7) Not to be placed in any restraining device, except a supportive restraint approved in advance by the licensing agency.

THE REPRESENTATIVE/PARENT/GUARDIAN HAS THE RIGHT TO BE INFORMED OF THE APPROPRIATE LICENSING AGENCY TO CONTACT REGARDING COMPLAINTS, WHICH IS:  
**Department of Social Services Community Care Licensing , Chico, CA 95926 530-895-5033**

**CAREGIVER BACKGROUND CHECK PROCESS**

CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

The California Department of Social Services works to protect the safety of children in child care by licensing child care centers and family child care homes. Our highest priority is to be sure that children are in safe and healthy child care settings. California law requires a background check for any adult who owns, lives in, or works in a licensed child care home or center. Each of these adults must submit fingerprints so that a background check can be done to see if they have any history of crime. If we find that a person has been convicted of a crime other than a minor traffic violation or a marijuana related offense covered by the marijuana reform legislation codified at Health and Safety Code sections 11361.5 and 11361.7, he/she cannot work or live in the licensed child care home or center unless approved by the Department. This approval is called an exemption. A person convicted of a crime such as murder, rape, torture, kidnapping, crimes of sexual violence or molestation against children **cannot by law be given an exemption that would allow them to own, live in or work in** a licensed child care home or center. If the crime was a felony or a serious misdemeanor, the person must leave the facility while the request is being reviewed. If the crime is less serious, he/she may be allowed to remain in the licensed child care home or center while the exemption request is being reviewed.



### How the Exemption Request is Reviewed

We request information from police departments, the FBI and the courts about the person's record. We consider the type of crime, how many crimes there were, how long ago the crime happened and whether the person has been honest in what they told us. The person who needs the exemption must provide information about:

- The crime
- What they have done to change their life and obey the law
- Whether they are working, going to school, or receiving training
- Whether they have successfully completed a counseling or rehabilitation program

The person also gives us reference letters from people who aren't related to them who know about their history and their life now. We look at all these things very carefully in making our decision on exemptions. By law this information cannot be shared with the public.

### How to Obtain More Information

As a parent or authorized representative of a child in licensed child care, you have the right to ask the licensed child care home or center whether anyone working or living there has an exemption. If you request this information, and there is a person with an exemption, the child care home or center must tell you the person's name and how he or she is involved with the home or center and give you the name, address, and telephone number of the local licensing office. You may also get the person's name by contacting the local licensing office. You may find the address and phone number on our website. The website address is <http://cclid.ca.gov/contact.htm>.

STATE OF CALIFORNIA—HEALTH AND HUMAN SERVICES AGENCY LIC 995 E (10/09)

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**YCUSD Sexual Harassment Policy (BP 5145.7)**The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made

7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions: Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law and the applicable collective bargaining agreement.

Record-Keeping: The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools. Policy YUBA CITY UNIFIED SCHOOL DISTRICT adopted: April 25, 2017 Yuba City, California

#### **ANNUAL NOTIFICATION OF THE UNIFORM COMPLAINT PROCEDURES (UCP)**

YCUSD Policy 1312.3 For students, employees, parents/guardians, school and district advisory committee members, private school officials, and other interested parties The Yuba City Unified School District has the primary responsibility for compliance with federal and state laws and regulations. We have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, or bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP).

The Yuba City Unified School District shall investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the Yuba City Unified School District, which is funded directly by, or that receives or benefits from any state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

• Accommodations for Pregnant and Parenting Pupils • Adult Education • After School Education and Safety • Agricultural Career Technical Education • Career Technical Education (Federal) • Career Technical and Technical Education; Career Technical; Technical Training (State) • Child Care and Development Programs • Compensatory Education • Course Periods without Educational Content • Education of Pupils in Foster Care, Pupils who are Homeless, and former Juvenile Court Pupils now enrolled and Pupils of Military Families • English Learner Programs • Every Student Succeeds Act / No Child Left Behind (Titles I-VII) • Local Control and Accountability Plans • Migrant Education • Physical Education Instructional Minutes • Pupil Fees • Reasonable Accommodations to a Lactating Pupil • Regional Occupational Centers and Programs • School Plans for Student Achievement • School Safety Plans • School Site Councils • State Preschool • State Preschool Health and Safety Issues • State Preschool Health and Safety Issues in LEAs Exempt From Licensing

A pupil fee complaint may be filed with the principal of a school or the superintendent or his or her designee. A pupil fees and/or LCAP complaint may be filed anonymously if the complainant provides evidence or information

leading to evidence to support the complaint.

A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred. We shall post a standardized notice of the educational rights of foster and homeless youth, as specified in Education Code Sections 48645.7, 48853, 48853.5, 49069.5, 51225.1, and 51225.2. This notice shall include complaint process information, as applicable.

We shall post a notice to identify appropriate subjects of state preschool health and safety issues in each California state preschool program classroom in each school notifying parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the California Code of Regulations that apply to California state preschool programs pursuant to HSC section 1596.7925 and (2) where to get a form for a state preschool health and safety issues complaint.

Complaints other than issues relating to pupil fees must be filed in writing with the following designated to receive complaints:

Name or title: Assistant Superintendent of Human Resources 750 Palora Ave., Yuba City, CA 95991  
Phone: 530-822-5231

A pupil fees complaint is filed with the principal of a school and/or:

Name or title: Assistant Superintendent of Educational Services  
Address: 750 Palora Avenue, Yuba City, California 95991  
Phone: 530-822-7620

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

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

The complainant has a right to appeal Yuba City Unified School District's Decision of complaints regarding specific programs and activities subject to UCP, pupil fees and the LCAP to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving our Decision. The appeal must be accompanied by a copy of the originally-filed complaint filed with Yuba City Unified School District and a copy of our Decision.

The complainant is advised of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3.

A complainant may pursue available civil law remedies outside of Yuba City Unified School District's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of the Yuba City Unified School District's UCP compliant policies and procedures are available free of charge

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**YCUSD Internet Acceptable Use Safety Policy**

The Yuba City Unified School District strongly believes in the educational value of electronic services and

recognizes their potential to support the curriculum and student learning by facilitating resource sharing, innovation, and communication.

#### **Access to Inappropriate Material**

a. The District employs an Internet filtering system designed to prevent students and adults from accessing obscene, pornographic, and other materials harmful to minors, as those terms are defined in the Children’s Internet Protection Act (“CIPA”).

b. These safeguards may be disabled for adults only for bona fide research or other lawful purpose.

#### **District Monitoring and Education**

a. The District will monitor the online activities of minors to prevent minors’ access to obscene, pornographic, and other materials harmful to minors, as those terms are defined in CIPA.

b. To the extent possible, it is the duty of all District teachers and staff to educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

#### **Acceptable Use Agreement**

All users of the District’s networking services must sign this Agreement acknowledging and agreeing to the following standards and requirements. Parents must closely review this Agreement. Both parents and their children are ultimately responsible for complying with its terms. Please refer to the Internet section of the District’s Student Discipline Handbook for additional information. (References are not an exhaustive list).

#### **1. Personal Safety**

a. Students may not disseminate or distribute personal contact information about themselves or other people without the permission of their parents, teacher, and any affected third party. Personal contact information includes but is not limited to photos, addresses or telephone numbers. (Safety violation)

b. Students may not meet in person with someone they have met online without their parent’s approval. (Safety violation)

c. Students will promptly disclose to their teacher or other school employee any message they receive that is inappropriate. Inappropriate messages are those that are obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful. (Safety violation)

#### **2. Illegal Activities**

a. Students and staff may not attempt to gain unauthorized access (“hacking”) to the District’s network resources or to any other computer system to go beyond their authorized access. This includes attempting to log-in through another person’s account or access another person’s files. These actions are illegal, even if only for the purposes of “browsing.” (Theft)

b. Students and staff may not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal. (Vandalism)

c. Students and staff may not use the District network to engage in any other illegal act, such as arranging for a drug sale, engaging in criminal gang activity, or threatening the safety of a person. (Drug and safety violation)

d. Students and staff may not read, move, rename, edit, delete, or in any way alter the files that have been created or organized by others without express permission. (Vandalism)

e. Students and staff may not install software on any District computers or on the District network without the direct approval and supervision of District staff. (Vandalism)

f. Students and staff may not alter hardware or software setups on any District computer resources. (Vandalism)

#### **3. Security**

a. Students and staff are responsible for their individual accounts and should take all reasonable precautions to prevent others from gaining access. (Safety violation)

b. Students and staff must immediately notify a teacher, campus administrator, or other appropriate authority if they identify a possible security problem with the network or peripheral computers. Students and staff may not go looking for these security problems, because this may be construed as an attempt to gain improper or illegal access in violation of this Agreement. (Safety violation/theft)

c. Students and staff must take all precautions to avoid the spread of computer viruses. (Vandalism)

d. Students and staff may not attach any computer equipment, mobile devices (including smartphones and/or tablets) or other peripherals to the District network or its infrastructure without District approval. “Computer equipment or

peripherals” does not include data storage devices such as USB drives, flash drives, floppy disks, CDs, or DVDs. (Safety)

#### **4. Inappropriate Language**

- a. Students and staff may not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language. (Derogatory statements/sexual harassment)
- b. Restrictions against inappropriate language apply to public messages, private messages, emails, and material created for assignments or to be disseminated or distributed on web pages. (Derogatory statements/disruption of education)
- c. Students and staff may not engage in personal attacks, including prejudicial or discriminatory attacks through their use of District network services or technology. (Derogatory statements/disruption of education)
- d. Students and staff may not harass other people through their use of the District’s network systems or technology. Harassment is persistently acting in a manner that distresses or annoys another person. If students or staff are told by a person to stop sending them such messages, I will stop. (Disrespecting others’ rights/disruption of education)
- e. Students and staff may not knowingly or recklessly disseminate or distribute false or defamatory information about a person or organization through their use of the District’s network or technology resources. (Derogatory statements/disruption of education)

#### **5. Respect for Privacy**

- a. Students and staff may not redistribute messages that were sent to them privately without permission of the person who sent them the message. (Disrespecting others’ rights)
- b. Students and staff may not disseminate or distribute private information about another person through the use of the District’s network or technology resources. (Disrespecting others’ rights)

#### **6. Respecting Resource Limits**

- a. Students must use the technology and network only for educational purposes. (Disruption of education)
- b. Staff must use the District’s network and technology primarily for work-related purposes. Staff may engage in minimal personal use of the technology and network, provided that such use does not interfere with their employment obligations to the District and/or otherwise breach this Agreement or any applicable collective bargaining agreement.
- c. Students and staff may not disseminate or distribute chain letters or engage in “spamming.” Spamming is sending an annoying or unnecessary message to a large number of people. (Disruption of education)
- d. Students and staff may not download or use games, pictures, video, music, instant messaging, e-mail, or file sharing applications, programs, executables, or similar materials unless authorization is first obtained from the District, it is legal for to possess such files, and it is in support of a classroom assignment or employment duties to the District. (Disruption of education)
- e. Students understand that District personnel may monitor and access any equipment connected to the District’s network resources and my computer activity. The District personnel may delete any files, program and/or media that are not for a classroom assignment. (Security)

#### **7. Plagiarism and Copyright Infringement**

- a. Students may not plagiarize works found on the Internet or on the computers at my school. Plagiarism is taking the ideas or writings of others and presenting them as if they were my own. (Theft)
- b. Students and staff may not engage in copyright infringement. Copyright infringement occurs when students or staff inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies or limits the way(s) in which a work may be used, students and staff may use the work only as specified by the copyright holder. If students or staff are unsure whether a particular work may be used, permission must first be requested from the copyright holder. (Theft)

#### **8. Inappropriate Access to Material**

- a. Students and staff may not use District network resources to access or store material that is profane, obscene (pornography), that advocates illegal acts, or that advocates violence and/or discrimination toward other people. (Disruption of education/safety violation)
- b. Should students and/or staff mistakenly access inappropriate material, they must immediately tell their teacher, appropriate administrator, or supervisor, and will not attempt to access the inappropriate information again. (Failure to comply with directives)
- c. Parents will instruct their student(s) as to additional material that they believe is inappropriate for their student to

access. Students agree not to access any material that their parents have informed them is inappropriate. (Respect for others violation)

d. Students and staff understand that Internet access is provided for support of classroom assignments and/or employment duties to the District, and agree that they will not attempt to surf anonymously or modify the computer in any way that would allow access to inappropriate websites, programs or files that are not authorized for use. (Disruption of education).

#### **9. Network Use and Access While Off-Campus and/or During Non-Working Hours**

a. The provisions of this Agreement govern access to, and the use of, District networking and technology resources for all students and staff while off campus or during non-working hours. Students and staff agree to abide by the terms of this Agreement whenever they use or access District networking and technology resources, regardless of time or location.

#### **10. Use of District-issued hardware**

a. From time to time the District may issue hardware to District students and staff for educational or employment-related purposes. Students and staff agree that their use of District-issued hardware will be limited to that necessary to the educational or employment related purpose(s) for which it was issued.

b. Students and staff agree not to download, install, or access any program, website, file, document, and/or other electronic media except that which is used in furtherance of that educational or employment-related purpose. Students and staff also agree not to delete, modify, or otherwise tamper with any programs, files, documents, and/or other electronic media existing on District-issued hardware at the time it is provided to the student or staff member.

c. Students and staff agree not to disseminate, disclose, or otherwise make use of any confidential, private, or sensitive information they gain access to through or as a result of their use of any District-issued hardware.

d. Students and staff agree to return any District-issued hardware on demand from the District, or immediately at the conclusion of the purpose(s) for which it was issued. Students and staff agree to return any District-issued hardware in the same physical condition, and with the same, programs, files, documents, and/or electronic media with which the hardware was provided.

#### **11. Discipline**

a. Failure by students or staff to abide by the terms of this Agreement is grounds for disciplinary action, up to and including expulsion (students) and termination of employment (staff).

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#### **Parent Appeal Information**

Information for parents on the parent appeal process. Based on California Code of Regulations, Title 5, Section 18118 Et Seq.

##### **Notice of Action**

Whenever an agency makes changes to child care services (for example, by approving or denying services, by changing the approved hours of care, or by terminating services), the agency must notify you by giving you a document called a "Notice of Action" (NOA).

The NOA will: Tell you **what** action will be taken, the reasons for the action and **the date** on which that action will be taken. 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. **Keep a copy of your NOA.**

**What if I disagree with the action on the NOA?** You have the right to appeal.

**What is the appeal process?** There are two levels of appeal:

- A local hearing conducted by a hearing officer who is not involved with the decision; and
- A state review conducted by the California Department of Education (CDE) of the local hearing decision.

*NOTE: A state review by CDE may only be requested, if after going through the local hearing, you disagree with the decision of the agency (as noted on the decision letter from the agency).*

The Parent Appeal Information Pamphlet (DOC) provides general information regarding the two levels of appeal described above. Please see your NOA and parent handbook for instructions on how to appeal. Available translations of the Parent Appeal Information Pamphlet

**Can I continue to receive services during the appeal process?** Yes. When you submit a request for a local hearing within 14 calendar days of the date the NOA was received, you will continue to receive services in accordance with your last service agreement until the appeal process is completed or abandoned.

Your appeal will be considered abandoned if:

- You do not submit a request for local hearing within 14 calendar days of receiving your NOA; or
- You (or your authorized representative) do not attend the local hearing; or
- You do not submit a timely request for the CDE’s review after the local hearing process has taken place.

**How do I request a local hearing?** To request a local hearing, you must notify the agency within 14 calendar days of the date the NOA was received. You may:

- Complete the second page of the NOA and mail, fax, deliver, or e-mail a copy to your agency; or
- Submit your request using any other communication method identified in your parent handbook.  
**Please keep a record of how/when you submitted your request.**

**You have the right to:**

- Review the information in your family data file.
- Have another person (called an “authorized representative”) attend the local hearing with you, or on your behalf.
- An interpreter, if needed.

**How will the agency let me know when my local hearing is scheduled?** Within 10 calendar days of receiving your timely request, the agency will provide you with a notice telling you the date, time and place of the local hearing.

**What happens at the local hearing?**

- The hearing officer will explain the reason for the NOA.
- You (and/or your authorized representative) will be able to explain the reasons why you think the action on the NOA is wrong.
- You will be able to ask questions about the agency’s decision.

You should bring any documents/information that support why you think the action is wrong. The hearing officer will make a decision based on the information provided at the hearing.

**When will I be informed of the local hearing decision?** Within 10 calendar days after your local hearing, the hearing officer will mail or deliver a written decision letter to you. The decision letter will tell you how to request the CDE’s review, if you do not agree with the decision.

**What if I disagree with the hearing officer’s written decision letter?** You have the right to request a review of the local decision by the CDE. 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:**

- A copy of both sides of the original NOA with which you disagree;
- A copy of the written decision letter from the local hearing; and
- A statement (e.g., letter) explaining why you disagree with the local hearing officer’s decision.

You may 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

**What happens during the CDE review?** If the CDE receives your request within 14 calendar days of the date on the local agency's decision letter, the CDE will:

- Review the information provided.
- Contact you and/or the agency which issued your NOA if necessary.

The CDE has up to 30 calendar days to make a decision and mail a final decision letter to you and to the agency which issued your NOA.

**What happens next?**

- If the CDE grants your appeal, the decision letter will include direction to the agency 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.

**For further information or to ask a question about the appeal process, please contact your child care agency: Yuba City Unified School District Child Development Programs 445 Bernard Drive, Yuba City, CA 95991**

**AUTHORIZATION FOR USE OR DISCLOSURE OF STUDENT INFORMATION TO AND FROM PRESCHOOL AGENCIES**

Completion of this document authorizes the disclosure and/or use of personally identifiable student information between your child's preschool, Yuba County Office of Education, California Department of Education, and First 5 California, as set forth below, consistent with California and Federal laws concerning the privacy of such information. If you consent to disclosure of information as described herein, please fill out, sign and return this form to: Bernard Children's Center 445 Bernard Drive, Yuba City, CA 95991.

**USE AND DISCLOSURE INFORMATION RELATED TO:**

I, the undersigned, do hereby authorize the above named Student's preschool, \_\_\_\_\_, and Yuba County Office of Education and/or First 5, 935 14th Street, Marysville, CA 95901, to exchange information regarding the above named Student with CA Department of Education and First 5 CA. The information is exchanged for program evaluation purposes and for preschool, programming and service planning. The exchange of information is a condition on which funding for the preschool program is provided to and Yuba County Office of Education and/or First 5. The information will be exchanged between your child's preschool, Yuba County Office of Education, California Department of Education, and First 5 CA for the purpose of providing safe, appropriate, and least restrictive education settings and quality preschool health services and programs.

Requested information shall be limited to the following: your child's ethnicity, primary language and results from Screening Tools: ASQ-3 and ASQ-SE/Developmental Assessment: DRDP-PS/Special Needs (IEP)

**DURATIONS**

This authorization shall become effective immediately and shall remain in effect until \_\_\_\_ or one year from today.

**RESTRICTIONS ON RE-DISCLOSURE**

California law prohibits the requestor from making further or additional disclosure of private information to another third party unless the requestor obtains another authorization from you, or the disclosure is specifically required or permitted by law.

**YOUR RIGHTS**

You have the following rights with respect to this authorization, and affirm you understand them in signing this release form. You may revoke this authorization at any time by submitting written revocation signed by you or your representative and delivered to the agency/persons listed above. Your revocation will be effective upon receipt, but



will not be effective to the extent that the requestor or others have acted in reliance on this authorization. You have the right to receive a copy of this authorization.

Signing this authorization may be required in order for this student to obtain appropriate/additional specialized support services in the educational setting.

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**Keys to Quality**

The YCUSD Child Development Programs annually participate in the Keys to Quality program, a Quality Rating and Improvement System (QRIS). Our programs and staff are committed to quality and QRIS is a means for us to further improve our practice according to state and national experts in the field of early childhood education.

The Keys to Quality initiative is managed by the Child Care Planning Council of Yuba & Sutter Counties and funded by the California Department of Education, Sutter County Children & Families Commission, First 5 Yuba, and First 5 California. This partnership is committed to eliminating the achievement gap by providing high-quality early education experiences to children.

The purpose of the Quality Rating and Improvement System is to build an effective system for delivering high-quality early learning experiences to children and families that:

- Retain well-qualified teachers and staff with specialized training in early childhood education.
- Provide eager young learners with academic and social skills that prepare them to be successful students in kindergarten.
- Utilize research-based learning foundations that are developmentally appropriate and set goals specific to individual needs.
- Build trusting relationships with families by respecting and supporting home language, exchanging information about the child, and engaging families in classrooms.
- Include children with special needs.

We are committed to high quality practices that exceed the state’s licensing standards. The Quality Rating and Improvement System will continue to support us in this work and help us to connect with additional services in our community that promote the health and well-being of children and their families.