

Modesto City Schools

PARENT HANDBOOK

Early Childhood Education

2023-2024



CLASSROOM/PROVIDER INFORMATION

Welcome to Modesto City Schools (MCS) Early Childhood Education (ECE).

The MCS ECE District Office phone number is (209) 574-1625.

Your child's Teacher(s)' name is/are _____

Your Instructional Paraprofessional is/are _____

Your Family Service Specialist/Assistant is _____

You are enrolled in the _____ program option

Your center address is _____

The center phone number is _____

The school day is _____ to _____

Breakfast/Lunch is served at _____

Full Day/Full Year classes serve breakfast at _____

lunch at _____, snack at _____

Family Child Care Home:

Your Provider's name is _____

Provider's address is _____

Provider's phone number is _____

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PROGRAM OFFICE INFORMATION

Early Childhood Education
1017 Reno Avenue – Bldg C
Modesto CA 95351
Phone 574-1625 Fax 574-1579
Website: www.mcs4kids.com
Monday through Friday: 7:30 a.m. – 5:00 p.m.
(Closed on Holidays)

WELCOME

On behalf of the Modesto City Schools (MCS) Early Childhood Education (ECE) staff, and members of the Delegate Parent Policy Committee (DPPC) and Parent Advisory Committee (PAC), welcome to our program. We are dedicated to making your family's experiences positive, educational and enjoyable.

All MCS Early Childhood Education staff have been cleared through the Department of Justice, FBI and the State of California Community Care Licensing Department. All the ECE staff have experience working with children and families. Teaching staff have Early Childhood Education units and a Child Development Permit issued by the Commission on Teacher Credentialing. We support continuous staff growth by assisting the needs of staff and providing professional development activities to enhance their growth.

One of the basic beliefs of our program is that parents/guardians are the first and most important teachers of their children. We recognize that you have the primary influence in your child's life. Our goal is to forge a true partnership with you. This partnership will help us provide the best quality programs and services to meet the needs of you and your family.

Research has shown that parent involvement is key to children's success in school. You act as a positive role model by being involved in your child's education and activities. Your involvement in your child's program is important and there are many opportunities for that involvement in MCS Early Childhood Education:

- sharing your ideas and skills in the center
- giving input into the curriculum
- planning special visitors
- volunteering in the classroom
- preparing materials and activities at home
- Parent Policy Committee member or Advisory Committee member

Our program is designed to offer opportunities to children, parents, and other family members. We can provide referrals for services, continuing education, goal setting, parenting, discipline, transitions, etc. We ask that parents take ownership of this program. You help us teach your children by being involved. MCS Early Childhood Education is a great way to meet people, make friends, feel safe, and be supported.

Again – welcome to the program! We hope this handbook is a helpful guide to some of your questions and concerns.

VISION, MISSION STATEMENT, ECE CORE VALUES AND GUIDING PRINCIPLES

Vision

Modesto City Schools Early Childhood Education is known as the premier early childhood education program in Stanislaus County.

Mission Statement

Through relationships based on trust and respect, Modesto City Schools (MCS) Early Childhood Education (ECE) is responsive to the uniqueness and worth of each individual child, family, and staff member. A commitment to improving the lives of children and families through education, health, social services, and parent involvement, results in high quality early care, educational programs and services.

ECE Core Values

With respect, dedication, and value of family, we commit to the following organizational values:

1. **ETHICAL CONDUCT:** willingness to embrace the core values of the organization and the professional obligations of the field of early care and education.
2. **RESPECT:** committed to sensitive and proactive approaches to diversity and life experiences.
3. **EMPOWERMENT:** creating an environment for staff and communities to identify their own needs and interests by giving options and supporting their choices.
4. **COMPASSION:** creating an organization that is empathetic and supportive in relationships with clients, staff, and the community.
5. **EFFECTIVENESS:** successfully accomplish the organization's vision and mission while maintaining our core values.
6. **INNOVATION:** creating an environment that fosters progressive, forward-thinking movement toward change.
7. **COMMUNICATION:** creating options for mutual gain through communication that is open, honest, timely, two-way, and direct. Children, families, and staff feel listened to without judgment.

Guiding Principles

To provide the community with high-quality early childhood care and education programs and services by:

- Never harming the well-being of any child.
- Respecting the dignity, worth and uniqueness of each individual child, family, and staff member.
- Being responsive to the uniqueness of each individual child, family, and colleague by respecting each other's diversity.
- Empowering and educating families, children and staff.
- Recognizing and nurturing the values, language, and culture of children and families.
- Appreciating, respecting, and supporting the bond between the child and family, evidenced by collaboration between home and school.

- Providing safe, healthy, nurturing, and developmentally appropriate environments for each child based on current knowledge of how children develop and learn.
- Recruiting and retaining staff who reach their full potential in the context of relationships that are based on trust and respect, in a caring workplace where professional satisfaction is promoted, and relationships are developed and sustained.

STANDARDS OF CONDUCT

Standards of Conduct for Staff

1. Staff will implement positive strategies to support children's well-being and prevent and address challenging behavior.
2. Staff will not maltreat or endanger the health or safety of children, including, at a minimum, that staff must not:
 - Use corporal punishment;
 - Use isolation to discipline a child;
 - Bind or tie a child to restrict movement or tape a child's mouth;
 - Use or withhold food as a punishment or reward;
 - Use toilet learning/training methods that punish, demean, or humiliate a child;
 - Use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child;
 - Physically abuse a child;
 - Use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child's family; or,
 - Use physical activity or outdoor time as a punishment or reward;
3. Staff will respect and promote the unique identity of each child and family and do not stereotype on any basis, including gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition.
4. Staff will comply with program confidentiality policies concerning personally identifiable information about children, families, and other staff members in accordance with federal, state, local, and tribal laws.
5. Ensure no child is left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care.

Standards of Conduct for Parents and Volunteers

Parents and Volunteers will:

- Respect and promote the unique identity of each child, family and staff member, and refrain from stereotyping based on gender, race, ethnicity, culture, religion or disability.
- Follow program confidentiality policies concerning information about children, families, and staff members.
- Not leave a child alone or unsupervised.
- Use positive methods of child guidance, and will not engage in corporal punishment, emotional or physical abuse or humiliation. In addition, will not employ methods of discipline that involve isolation, the use of food as punishment or reward, or the denial of basic needs.

MCS ECE parent/guardian/volunteers violating this Code of Ethical Conduct may be prohibited from being present at the site.

MCS EARLY CHILDHOOD EDUCATION POLICIES

Nondiscrimination Policy

Children and families enrolled in MCS Early Childhood Education are served without regard to sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability.

Unlawful Harassment Policy

MCS Early Childhood Education is committed to providing an environment free of unlawful harassment. The policy prohibits sexual harassment, and harassment based on pregnancy, childbirth or related medical conditions, race, religious creed, color, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation or any other basis protected by federal, state or local law or ordinance or regulation. **All such harassment is unlawful.** This policy applies to all persons involved with the agency.

Non-religious Instruction

MCS Early Childhood Education does not include religious instruction or worship. State law prohibits public funds from being spent on programs that include religious instruction or worship.

ATTENDANCE POLICY

Attend today, achieve tomorrow
Your child's regular attendance matters...



Infant/Toddler

Time to develop stable, nurturing relationships. A healthy attachment base is the cornerstone for life long learning.



Preschooler

Time for building the social, emotional, cognitive & language skills necessary for school readiness.



Elementary

Time to develop reading skills needed to transition from "learning to read" to "reading to learn"



Middle or High Schooler

Time to develop strategies to become independent, build future dreams & habits for college and/or the workforce.



Adult

Time to land a great job. Good attendance, dependability & work ethic are valued above all other soft skills.

Absent 2 days per month = Absent 24 days per year
= Your child's learning is 1 month behind their peers!

Don't let your child miss-out on the skills needed to be successful in school & life

Early Childhood Education programs work to establish a positive and engaging classroom climate. Parents will drop off and pick up children according to contracted times. Attendance information will be shared at enrollment, orientation, home visits, case conferencing and parent meetings. Attendance data is analyzed, and good attendance may be recognized.

Arrival and Departure:

- Your child must be signed in and out each day with a complete full legal signature by an authorized adult 18 years or older who is currently listed on the Registration/Emergency Card. If you fail to sign in your child, you will be contacted to return to the site immediately to sign in or pick up your child.
- If you cannot be reached to return to sign in your child; emergency contacts will be called to pick up the child immediately.
- Staff will complete a daily health check prior to your child being signed in.
- Child may not attend if health check is not cleared. (See Health Policy-Page 9)
- When your child is signed out, responsibility for the care of the child is given back to the authorized adult departing with the child.
- Authorization for persons other than the parent to pick up MUST be in writing on the Registration/Emergency Card. Names CANNOT be added over the phone. Staff will verify the identity of the person picking up children by asking for a government issued ID.
- Revisions to the Registration/Emergency Card can only be made by the enrolling parent.

- A court order/restraining order must be on file for parents/guardians who are separated before MCS will prevent their parents/guardians from taking the child from the facility.
- In any situation where the immediate safety or well-being of the child appears to be at risk, we reserve the right to ask your cooperation in making alternate transportation arrangements.
- For families enrolled in the Family Child Care Home Network, authorized adults will be added to the sign-in/out sheets. You must notify the provider/MCS staff if changes for authorized adults need to be made to your Registration/Emergency Card and sign-in sheet.

Excused absences include:

1. Illness, ailment, communicable disease, injury, hospitalization or quarantine of the child.
2. Illness, ailment, communicable disease, hospitalization or quarantine of the parent/guardian.
3. Appointment of child or parent/guardian, which includes doctor, dentist, mental health, counseling or therapy.
4. Court-ordered visitations, if and only if a copy of the court order is on file.
5. District defined “family emergency” for unplanned situations of a temporary nature, be specific only using one of the following:
 - Death in the family
 - Illness of sibling/family member
 - Court appearance
 - Accident or illness in the family
 - No transportation
 - Appointments of non-medical nature. (For example, WIC, TANF, Immigration, etc.)
 - No transportation
 - Illness of sibling or due to sheltering in place
6. District defined in the “best interest” of the child (which are limited to ten [10] per school year), be specific using only one of the following:
 - Vacation time with family, relatives or friends (not court-ordered)
 - Personal or family business
 - Family move or change of dwelling
 - Religious observance, holiday or ceremony
 - Visiting relatives
7. Best interest days will be tracked by the ECE Office. Once the ten (10) “best interest” days are exhausted, absences in this category will be considered “unexcused”.
8. Best interest days are unlimited for CPS/At Risk Children. (*5CCR Section 18066*)
9. Children are expected to arrive at school at their contracted time. Parents/guardians must notify the staff if the child will be absent. Children must be picked up by the time class ends. Law enforcement will be called for any child not picked up within 60 minutes of class end time.

Unexcused absences:

For Head Start funded programs: Head Start Performance Standards requires there is a process for the safety of children when they do not arrive at school. If a child is absent without prior parent notification, parent must contact the staff within one hour of program

start time. If there has been no parent contact, to ensure the child's well-being, staff must attempt to call the parent.

ECE staff will assist teaching staff/providers in contacting families as needed regarding attendance concerns, questions, or support.

Process for unexcused absences:

1. When the family has not been in communication with the provider for seven (7) consecutive calendar days and has not notified the provider of the reason the family is not using services, the provider, if not the contractor, shall promptly notify the contractor.
2. Using the contact information on file, the contractor shall attempt to contact the parent through a variety of communication methods:
 - At least one communication attempt shall be in writing, which may be through electronic methods.
 - The contractor shall keep documentation of all communication attempts, including a copy of all written communication, in the family data file.
 - The contractor shall inform the parent in these communications that failure to communicate with the contractor or provider may result in termination of early learning and care services. (*Sections 8261 and 8263, E.C. 5 CCR 18066.5*)

Abandonment of Care

The contractor shall issue a notice of action to disenroll the family based on abandonment of care when there has been no communication with the provider or the contractor for a total of 30 consecutive calendar days. (*Sections 8261 and 8263, E.C.5 CCR 18066.5*)

Improving child attendance through the following:

1. When a child has used five (5) of the ten (10) "Best Interest" days (State and FCCH's only) an Absence Notice (ECE 603) will be given to the parent/guardian and the site notifying them how many days have been used.
2. Child attendance will be reviewed at case conferencing (Head Start only) and follow up plans will be designated as needed according to service area (i.e., health related issue, social services, and etc.).
3. For Head Start/Early Head Start/CCP a monthly attendance report will be given to staff/provider. For children that fall below 85% attendance in one month a parent teacher conference will need to be completed. If absences become chronic staff will refer child to a Child Success Team.
4. For Head Start/Early Head Start/CCP the ECE staff and teacher will work with parent/guardian on an Attendance Improvement Plan which will allow for additional support that may be needed to ensure your child is attending school regularly. If the parent refuses to complete the improvement plan and attendance does not improve, the child will be terminated from the program and will be placed back on the waitlist.

Family Request to Disenroll:

When a family chooses to disenroll from the program, they are required to notify the program in writing at least 2 weeks in advance of the last day of attendance.

Agency Disenrollment Policy:

Families will be issued a notice at least 19-days if mailed or 14-days if hand delivered prior to disenrollment from the program. **The program may deny services or disenroll** a family for any of the following reasons, which include, but are not limited to:

- Falsification or providing misleading information or inaccurate documentation.
- Knowingly misrepresenting eligibility, using incorrect or inaccurate information to obtain a benefit that the parent would otherwise not be entitled to receive.
- Failure to provide current and correct information at the time of certification or recertification.
- Failure to complete the recertification process within the designated 50 day recertification period.
- Family income exceeds the maximum income threshold.
- Misrepresentation of income and/or eligibility.
- Non-compliance of agency policies.
- Abandoned child care for 30 consecutive calendar days without notice.
- Failure to complete or falsification of sign-in/out sheets accurately and on a daily basis.
- Failure to keep appointments.
- Threatening, yelling, cussing or acting unethically towards any staff member.
- Violation of the Safe School & Harassment policy. Our office and centers are alcohol, drug and weapon free zones.
- Unavailability of program funds. If it is necessary to displace families due to funding, families will be displaced in reverse order of enrollment priority.

Health Terminations

Children are required to have:

- updated/current immunizations at enrollment.
- a physical within 30 days of enrollment or proof of a prior physical within the last year.
- a valid TB risk assessment within 30 days of enrollment.
- your child will be terminated from the program for failure to provide written evidence of the above requirements.

PARENT FEE POLICY & PROCEDURE

Families enrolled in Full Day Head Start/Preschool and Family Child Care Homes may have fees assessed. The State of California Department of Education Early Learning and Care Division (ELCD) determines the criteria and rate for subsidized and non-subsidized parent fees (*Title 5 Section 18108*). Specifically, the ELCD provides Modesto City Schools with the amount, collection procedures for fees, and the procedure for termination of services in the event of non-payment.

Paying your parent fee is part of maintaining your eligibility for services.

1. For New Enrollees

Parent fees documented on the Notice of Action (NOA) are collected for contracted hours in advance at the time of enrollment. Fees are based on the most hours of care per month. **Full-time monthly fee** is applicable when services are approved for 130 hours or more per month. **Part-time monthly fee** is applicable when services are approved for less than 130 hours per month. Children may not begin receiving services until fees owed are paid in full and no more than forty-eight (48) hours will be given to pay initial fees:

- a. When a family's income fluctuates because of migrant, agricultural, or seasonal work; inconsistent and/or unstable employments or self-employment; or intermittent income, (defined in Title 5 Section 18078 as section), the adjusted monthly income shall be determined by averaging the total countable income from the preceding 12 months.
- b. If fees cannot be paid forty-eight (48) hours prior to the start of services, the service will be forfeited to the next eligible family on the waiting list.
- c. Family fees are only assessed at:
 - Initial Certification
 - Recertification
 - Voluntarily request to have fees re-assessed
 - **Decrease:** Effective on the first day of the month that follows the NOA issue date
 - **Increase:** No increase during certification

NOTES: When a family's child is assigned both a School & Vacation schedule, families will be assessed both a monthly part & full time fee.

When center is not open for an entire month that results in services being available for less than 130 hours, families shall be assessed both a monthly full-time & part-time fee.

2. Continuing/Currently Enrolled

Parent fees documented on the NOA are collected for contracted hours as part of the billing cycle for families currently and continually enrolled. Invoices are issued the last full week of the month prior to the due date.

3. Voluntarily Request to Have Fees Reassessed

- a. Decreases will become effective on the first day of the subsequent month.
- b. There will be no increases during 12-month certification.

4. For Recertification

- a. Decreases will be effective on the first day of the subsequent month.
- b. Increase will be effective on the first day of the month after the 14/19-day appeal date.

Parent fees documented on the NOA are collected for contracted hours as part of the billing cycle for recertifying families. The reassessed fee will become effective on the first day of the next month after the 14/19-day appeal request period is exhausted. Invoices are issued the last full week of the month prior to the due date.

5. No adjustments shall be made for any excused or unexcused absences. Under no circumstances will fees be adjusted based on a child's actual attendance. (5 CCR 18109)

Policy for collection of fees:

Parent fees must be paid in advance. Parent fees are due on the first (1st) of each month. Parent fees are considered delinquent if they are not received in the ECE office by 4:00 p.m. on the seventh (7th) of each month. (5 CCR 18144)

If fees are unpaid by the seventh (7th) of the month, a NOA terminating services will be issued. Services will terminate on the effective date of the NOA unless fees are paid by that date. The delinquent account balance will be sent to the collection agency contracted by the District. Delinquent accounts stay in collections for sixty (60) days; and, if unpaid, legal action will be taken.

NOTE: If three (3) NOAs for termination are sent to the parent for delinquent fees, on the 3rd NOA the family will need to appeal the NOA by the appeal date in order to remain in the program. If an additional NOA (4th) is issued for delinquent fees, family will be terminated.

1. If a family is no longer receiving services and has an outstanding balance, they are ineligible for services until delinquent fees are paid (*Title 5 Section 18116*).
2. Refunds due to families will be processed within thirty (30) days of termination of services.
3. If balances are not paid at the time of disenrollment, then the family's account will be sent to a collection agency to retain the unpaid fees.

Method of Payment

1. MCS ECE accepts cash, personal checks and/or money orders.
 - We DO NOT accept post-dated checks.
 - All returned checks and bank service charges must be replaced with cash or money order within three (3) days.
 - MCS ECE will no longer accept personal checks after one returned check.
2. When making payments in cash, please bring the exact amount due to the office. No cash is kept in the office, and we cannot make change.
3. Cash is not accepted through the mail.

4. The State of California offers an alternative method of payment that MCS calls Outside Child Care (OCC). This is for children in your family that you must pay a different provider for care because MCS is not able to meet all your childcare needs. Your OCC may be used to offset any state-required family fees you have with MCS, up to and not to exceed your family fees for the same month in which you paid the other provider. The OCC form must be filled out completely and signed. The OCC form is due to the MCS ECE office by the 7th of the following month. Copies of receipts or cancelled checks for the other childcare services must be attached to the OCC form. (*Title 5 Section 18112*). Failure to submit on time will result in termination of services as described in Item, #6 above.
5. A reasonable plan for payment of delinquent fees is available. Services to the child will continue, provided the parent(s) pays current fees when due and complies with the provisions of the repayment plan (*Title 5 Section 18115*).

Fee Exclusions:

No fees shall be collected from families with an income level that, in relation to family size, is less than the first entry in the fee schedule or if any individual counted in the family size is currently receiving CalWORKs cash aid.

Families receiving services because the child is at risk of abuse, neglect or exploitation, or the child is receiving child protective services, may be exempt from paying fees for up to twelve (12) months if the referral specifies that it is necessary to waive the family fee.

There are no fees assessed for part day state preschool (CSPP).

HEALTH POLICY

Daily Health Screening

A daily health screening will be completed each time your child is signed into the program. The purpose of the screening is to determine whether your child can be an active participant in class. Your child will be screened for:

- fever
- runny nose
- rash
- lice
- eye infection
- colds
- vomiting
- coughs
- diarrhea
- other symptoms of illness

Children with any of these symptoms cannot come to the center/Family Child Care Home (FCCH). Children who have been ill may not return to the center/FCCH until they are free of symptoms for a period of at least 24 hours. Depending on the nature and the severity of the illness, a doctor's statement may be required prior to a child's readmission to the center/FCCH.

It is your responsibility to notify the staff if your children have been exposed to any contagious disease. Likewise, the staff will notify you in the event of exposure via the center. The MCS Early Childhood Education Program will follow District policies for all health issues.

*****If a child becomes ill during the day, parents will be called and must pick up their child as soon as possible*****

Head Lice

Staff/providers and parents can form an effective team to prevent the spread of head lice by having discussions about identifying and treating head lice, going over the head lice policy and making sure everyone understands what the policy means and how it will be enforced. Teachers/providers perform daily health checks as part of the classroom routine. Children with head lice and nits are sent home and not allowed to attend until 24 hours after treatment has been initiated. Do not keep your child out of school for more than **one** day, or your child may be dropped due to excessive absences. Staff is available to offer support and referrals for help with obtaining treatment materials to families dealing with head lice. (See Parent Handouts).

Fluoride Toothpaste

Toothbrushing and fluoride toothpaste may be available in your child's classroom.

Medical Exams

Your child must receive a physical exam and TB risk assessment within 30 days of enrollment or a verification of a physical and TB risk assessment within the last year. Children who are uninsured may be eligible to receive a free medical examination at the Stanislaus County Health Department.

Health Terminations

State and Federal regulations require children enrolled in Early Childhood Education to have all immunizations up to date prior to enrollment and a physical exam within 30 days of enrollment including a valid TB Risk Assessment.

Your child will be terminated from the program for failure to provide written evidence of the above requirements. You will receive a Notice of Action (NOA) if documentation is needed. (Please see Attendance Policy-Page 6).

FOOD POLICY

Children's safety is our primary concern. General licensing requirements state if food is prepared off the facility premises, the preparation source shall meet all applicable requirements for commercial food service. **Therefore, no "prepared" foods should be brought from home and served to children.**

Unprepared foods such as fresh fruits and vegetables may be brought from home. All fruits and vegetables should be washed thoroughly at the center/FCCH before being served. Unprepared foods (unopened and sealed) donated or purchased at a commercial market may be brought to the center for preparation; any unprepared foods may not be served as part of a USDA/CCFP reimbursable meal/snack. Parents will be provided information for safe food handling.

Teachers will consult with parents at the beginning of each school year to obtain information about each family's traditions, feelings and celebrations involving food. **Parents must communicate with teachers regarding special celebrations involving food to allow teachers to consider all children enrolled.**

Nutrition in the Classroom

The nutrition services at MCS Early Childhood Education assist families in meeting each child's nutrition needs and in establishing good eating habits that nurture healthy development and promote life long well being. Every child in a part-day or full-day center is provided a meal and/or snack(s), depending upon the length of the program day the child attends.

Children learn about nutrition through a positive meal experience as well as through classroom activities. Children and staff eat together family-style and are served meals and/or snacks that are low in sugar and fat and meet the requirements for the United States Department of Agriculture Child Care Food Program. MCS Early Childhood Education menus provide a variety of foods, both familiar and different from the children's experience. Children are encouraged to taste and try new foods. Nutrition related activities such as a cooking experience, gardening activities, reading stories, etc., are incorporated into the weekly lesson plans. Children learn that eating a variety of foods provide for good health.

In order to ensure we have an adequate amount of food for all children attending at mealtimes, we need to know how many children to expect at each meal. Therefore, parents are asked to telephone the center before 9:00 a.m. if their child will not be arriving by lunchtime. **YOU MUST INFORM STAFF OF ANY FOOD ALLERGIES YOUR CHILD MAY HAVE.**



USDA NON-DISCRIMINATION STATEMENT

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

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

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1. Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410
2. Fax: (202) 690-7442; or
3. Email: program.intake@usda.gov

This institution is an equal opportunity provider.



ENSURING SAFE CENTERS AND FAMILY CHILD CARE HOMES

Open Door Policy

Parents have access to their children and the teachers/providers during normal business hours. To ensure the safety of the children and staff/providers, doors are/may be locked after drop-off.

Visitors must knock while standing in front of the peep hole (center base only). Please be patient as your child's teacher may need a moment to answer the door.

Active Supervision

Active supervision and safety of children is everyone's responsibility. As an agency, we have systems in place to ensure the safety of all children. No child will be left alone or unsupervised at any time. Parents and staff will be engaged in the supervision process by ensuring the following:

- Parents will attend a program orientation that provides a comprehensive facility tour and review of the Active Supervision Policy (Head Start).
- Enter and exit through the designated door when dropping off/picking up your child.
- Sign your child in and out/using full legal signature and exact times.
- Close and latch all gate(s) or door(s) before walking away.
- Always keep classroom door closed.
- Do not use your cell phone at any time while in the classroom.
- Additional authorized adults must be added to the Registration/Emergency Card in person in order to pick up your child.
- Parents will inform staff of any safety concerns.
- Parents will communicate with staff daily, especially during drop off or pick up times to share information about their child.

Emergencies at the Center

In case of fire, lockdown or natural disaster, parents may be contacted once it is safe to be on campus. An evacuation plan and map are posted at your child's center/Family Child Care Homes (FCCH), which indicate alternate pick up locations.

Registration Card/Emergency Card

Registration/Emergency Cards will be completed for all children enrolled in a center base/FCCH program. Parents will indicate emergency contacts and other important information. Teachers/providers will review the emergency contacts/information with you at orientation and during parent conferences to ensure information is current. Parents can make additions at any time throughout the year.

Only adults 18 years or older can drop off/pick your child up from school/site. Adults must show a current photo ID with a name matching the name indicated on the Registration/Emergency Card. This practice ensures your child's safety is maintained.

Court Orders

If there is a court order concerning your child, please provide your child's teacher a copy. This copy will be kept confidential and the information will be used to ensure your child's safety. *Ensure your child's teacher always has a current copy of the court order.*

Adult Behavior

No drugs, alcohol, smoking, tobacco products, inappropriate language, or corporal punishment (spanking or hitting) are allowed at any MCS Early Childhood Education classroom or event. Parents and volunteers must abide by the Code of Ethical Conduct while on campus.

Smoke Free Environment

MCS Early Child Education is committed to providing a smoke-free environment for all involved with our programs. All families, children and staff/providers have the right to be smoke-free.

The District Office and all the campuses where our centers are located and all FCCH's are smoke-free. Smoking is **prohibited** anywhere on campus. Anyone found smoking will be asked to properly dispose of the tobacco. When appropriate, staff/providers will provide information on tobacco cessation programs to interested individuals.

Transportation

MCS Early Childhood Education does not transport children to and from school. Parents are responsible for transporting their own child to and from the center/FCCH. Staff can provide parents with information on the Modesto Area Transit System (Modesto Area Express-MAX) and Stanislaus County Area Rapid Transit (START).

Children may not be left alone in a car! Please follow each school sites individual parking, loading and unloading guidelines.

Clothing

Clothes should be comfortable and appropriate for the weather. Children paint, play with clay, and are encouraged to explore many different activities that will result in dirty clothes, so please dress them for playing. Also bring a change of clothes to be kept in the class/FCCH in case of accidents. We encourage you to send your child in comfortable shoes that will stay on during running and play activities. Flip-flops are not appropriate. Please contact ECE if you need assistance with providing appropriate clothing.

Cell Phones

Pick up and drop off times are important opportunities for parents and staff to share valuable information regarding the child's day, family activities and program events. Please do not use cell phones while picking up, dropping off, or volunteering at the center.

BEHAVIOR MANAGEMENT PLAN PROCEDURE

Modesto City Schools Early Childhood Education affirms that all families, children and staff are entitled to a safe environment. The goal of this policy is to work with children and families in a partnership to minimize children's classroom behavior that might pose a risk to the safety of themselves or others.

Head Start Performance Standards 1302.17 (a)(1) states: A program must prohibit or severely limit the use of suspension due to a child's behavior. (b) (3) after a program has explored all possible steps and determines the child's continued enrollment presents a continued serious safety threat to the child or other enrolled children and determines the program is not the appropriate placement for the child, the program must work directly with entities to directly facilitate the transition of the child to a more appropriate placement.

For State funded programs, Assembly Bill 752 is requiring the California Department of Education that agencies take specific steps before expelling or disenrolling a child. It is the intent of the legislature by enacting AB 752 to significantly reduce the expulsion or disenrollment of children from State Preschool Programs because of challenging behavior.

Staff use positive methods of child guidance to include the following:

- Prevention: Reasonable and well-planned daily schedule using pictures; adequate and appropriate equipment and materials; adequate choices for children; opportunities for movement activities; clear and appropriate classroom rules reviewed regularly.
- Conducive Environment: Tone and mood of the classroom, culturally sensitive and responsive room set-up, developmentally appropriate environment.
- Involving family member's participation and cooperation in dealing with problem behavior.
- Being aware of cultural differences in child-rearing practices.
- Staff will remove a child from unsafe situations and will support the child to make safe choices.
- Talk about children's feelings and problem solving (solution cards) and provide opportunities for building friendships.
- Redirection: Providing an alternative activity.
- Natural/Logical Consequences: Experiencing natural/logical, but safe, consequences of one's actions.
- Safe Place: An area designed to allow children time and space to gain self-control, such as, practicing breathing techniques.

Staff will not engage in corporal/physical punishment, use of restraints, emotional or physical abuse or humiliation. In addition, staff will not employ methods of discipline that involve isolation, the use of food as punishment or reward, or the denial of basic needs. The focus of social and emotional development is to help children gain social skills. Teachers/providers receive ongoing support to individualize building social skills for each child.

In addition, parents will abide by the Code of Ethical Conduct as described in the Admission Agreement for Modesto City Schools Early Childhood Education.

For children's behaviors that do not respond to the above positive guidance, the following procedure will be implemented:

- Review classroom routines/schedules/ transitions/and classroom observations.
 - Make modifications as needed, such as implement greetings, review daily schedule, transitions and incorporate breathing techniques.
 - Children will be given the opportunity to adapt to classroom environment prior to any modifications.
 - Class time may be temporarily reduced due to child's ability to cope with the environment.
 - Document the above information, recording specific behaviors observed:
 - What is happening before, during and after the specific behavior observed.
 - The duration and frequency of the behavior.
 - Modifications implemented (Strategies).
 - Positive methods of child guidance and mental health is involved with the plan.
 - The classroom environment has consistent routine/expectations that are positively enforced with visuals and relationship-based practices.
 - The teaching staff and providers receive ongoing technical assistance and training to individualize building skills for each child.
 - An individual child observation and behavioral guidance will be provided by a Mental Health consultant as per parent approval.
1. Teacher conducts a parent conference to discuss concerns with the child's behavior.
 - Review Behavior Management Plan Procedure.
 - Discuss Developmental Screening results.
 - Document concerns and the implementation of strategies for classroom and home on the appropriate form
 - Parent Contact Conference Form State (ECE:502)
 - Parent Contact Record Head Start Form (CF/-E6)
 - Obtain written parental permission for observation or referrals to appropriate agencies/consultants.
 2. If the behavior continues after the initial parent conference, teacher will contact an ECE Specialist to schedule an **Early Childhood Education Child Success Team** (ECE CST) meeting.
 - When children exhibit persistent and serious challenging behaviors, the program will employ many steps to address such problems and facilitate the child's safe participation in the program. The steps will be guided by the programs mental health consultants and include consultation with the parents and the child's physician if needed.

3. During the ECE CST meeting, a plan of action will be developed. The ECE CST may include the site Principal, Coordinator of Early Childhood Education, Early Childhood Education Specialist, classroom teacher, parent and any other representatives that may be working with the family, such as, mental health consultants. At this time, the child may be referred for further assessments, if needed.

Children in Distress: Staff realizes that a child's behavior can be based on many variables. The goal is to work with the child and family to better understand the behavior, implement appropriate guidance techniques and to ensure the child's overall success.

1. Whenever a child is endangering themselves, other children, staff or volunteers, the staff must stop the action immediately.
 - Staff will remove children away from the child having difficulty to ensure everyone's safety.
 - One staff member will remain in proximity of the child having difficulty, use a calm and nurturing voice and model "deep breathing."
 - Parents may be called to assist in calming down the child.
 - After the child has calmed down, staff will talk to the child about the incident, feelings and other solutions for when the child is having trouble in the future.
2. The teacher will schedule a parent conference to develop a plan for the behavior. The plan may include the need to schedule an ECE CST.
3. Follow the above steps; Schedule an ECE CST as soon as possible. The team will develop a plan for the classroom and the home. The plan may include:
 - Formal observations by the mental health consultant and referrals to pertinent outside agencies.
 - Specific social emotional strategies that focus on the main areas of concern.
 - Teacher to submit SST Referral form, if needed.
4. The ECE CST will track the plan and determine follow up. If it appears that the child is not able to participate safely and may not be in the most appropriate placement, program, all attempts will be made to assist the family in finding alternative placement and services.

Appeal Procedure: Any parent or guardian who disagrees with either the actions or policies of the Modesto City Schools Early Childhood Education may follow the Appeal Procedure described on page 24 in the parent handbook.

PARENT/STAFF PARTNERSHIPS

You and the staff have a joint responsibility for the education of your child and must work together to establish a partnership based on mutual trust and respect. Please remember that we all want what is in the best interest of your child. It is important for you to share with the site staff significant events in your child's experiences at home. These experiences can have an impact on the child during the program day.

Communication

Staff/providers values your participation and welcomes you at any time. Daily communication is very important. Please help to keep lines of communication open.

Parent Education and Activities

Site staff and MCS Early Childhood Education provide activities for you to:

- Hear guest speakers
- Attend family-oriented social activities
- Meet other parents
- Share in your child's program

Parent Involvement

Parents are encouraged to participate in their child's classroom. Various opportunities include:

- Helping in the classroom
- Attending parent meetings, Parent Advisory Committee (PAC) OR Delegate Parent Policy Committee (DPPC)
- Meeting and talking to other parents and the staff
- Becoming aware of policies and procedures
- Assisting staff with special requests
- Learning about neighborhood and community resources and activities
- Taking advantage of special opportunities
- Learning how to assist your child with his or her educational needs

Parents' Rights and Responsibilities

Parents are important in the MCS Early Childhood Education. In order to be able to offer the best possible programs to children, parents have basic rights and responsibilities.

Rights:

1. To be welcomed in the classroom.
2. To be treated with respect and dignity.
3. To take part in the major decisions affecting the planning and operation of the program.
4. To be informed regularly about my child's progress in the program.
5. To expect guidance for my child from the staff.

6. To be able to learn about the operation of the program.
7. To take part in planning and carrying out programs that are designed to increase my skills in a variety of areas.
8. To choose whether to participate without fear of endangering the child's right to be in the program.
9. To be informed about the program and their child's center.
10. To be informed about all community resources available for improving health, education and family life.

Responsibilities:

1. To learn as much as possible about the program and to take part in major policy decisions.
2. To accept MCS Head Start/State Preschool as an opportunity through which you can improve your life and children's lives.
3. To take part in the program/center activities as an observer, a volunteer and to contribute your services in whatever way you can toward the enrichment of the total program.
4. To explain the program to other parents and to encourage their full participation.
5. To welcome staff to your home, to keep appointments made, and to contact your child's teacher if you're unable to keep an appointment. (Head Start Only)
6. To offer constructive criticism of the program, to defend it against unfair criticism and to share in evaluating it.
7. To take advantage of programs designed to increase your knowledge about child development.
8. To become involved in community programs that help improve health, education, and recreation for all.
9. To be sure there is always someone available for your child in case of emergencies.
10. To keep your emergency contact information up to date.
11. To provide documentation of all health-related requirements.

Parents of children enrolled in MCS Early Childhood Education also have certain rights concerning their children's records under the Family Education Rights and Privacy Act of 1974. These include:

- The right to inspect and review these records on request.
- The right to challenge the contents of the records and request their correction.
- The right to know the names and positions of MCS Early Childhood Education staff who have access to these records, and the reasons for which they have access.
- The right to know the purpose and intent of the forms and information kept in these records.

All records about children are kept in locked files both at the center and at the MCS Early Childhood Education District Office. If you wish to see your child's file, a written request will need to be submitted to the MCS Early Childhood Education Director. If you are requesting information from your child's file, the request must be made in writing to the MCS Early Childhood Education Office. Request for records must be dated and made at least 5 business days in advance. Parents will be asked for consent in writing before any information is given to

anyone other than authorized staff, or before an official referral is made to another agency, except for suspected child abuse.

Representatives from Community Care Licensing and California Department of Education, as well as local officials from Child Protective Services and law enforcement have the right to come into a center, interview children and review records.

Confidentiality of Information

All information collected and maintained regarding you and your child will be kept in the strictest confidence. MCS Early Childhood Education will only share information with other organizations, once your written consent has been obtained, in order to obtain services for your family. Your information will only be shared with MCS Early Childhood Education staff on a need- to-know basis.

A “Release of Information” form will be used for staff to obtain information on your child from other agencies. This allows your control over what organizations MCS Early Childhood Education can request information from. Information may be requested only with your written permission.

For compliance with the Health Information Portability and Accountability Act (HIPAA) requests for your child’s health information will be handled as follows: You and your health care provider should review this information for accuracy. REMEMBER, ALL HEALTH INFORMATION ON ANY MEMBER OF YOUR FAMILY SHOULD BE OBTAINED DIRECTLY FROM YOUR HEALTH CARE PROVIDER.

Child Abuse

Child abuse is a topic of concern to both parents and staff/providers. For this reason, all our staff is screened by the State Department of Social Services, Community Care Licensing and has received clearance of any criminal history from the State Department of Justice. The California State Child Abuse Reporting Law states that all childcare custodians are mandated reporters of any known or suspected instances of child abuse. All MCS Early Childhood Education staff are mandated reporters of any known or suspected child abuse.

Parent Education Opportunities

Guest speakers from MCS Early Childhood Education and different community agencies are scheduled at parent meetings and other activities. Parents are asked to fill out a questionnaire in September on topics they are interested in. This helps the agency to plan guest speakers for the school year.

For parents wanting to complete their GED, take college courses or otherwise further their education, the program can provide you with information and referrals to meet this need. Your Teacher or Family Service Staff can give you more information on educational opportunities. Throughout the year, flyers are posted on parent boards for activities and events in the community and at school sites.

Social Service Information

Center and Family Service Staff are available to assist families in the following ways:

- Make appropriate referrals in the Family Partnership (Head Start Only) process to community resources.
- Provide up-to-date resource information and maintain parent bulletin boards with brochures and information concerning community services.

- Invite representatives from various community agencies to speak with individual families or at parent meetings.
- Form partnerships with other community agencies to assist families in gaining access to services and resources.

*****Any services that you request are confidential*****

VOLUNTEERS

Without each parent's contribution, the children and the program lose quality. It is our belief that each parent has special talents that can be used to benefit children and enrich the program.

Although it is not mandatory, we would like to encourage each family to volunteer at least 10 hours a month. With each family's help, this program can better respond to the needs of your children. There are several different ways to volunteer besides in the center; attendance at Parent Group meetings, Parent Policy Committee/Council meetings, being a member of Committees/Associations, or assisting with programs all count as volunteer time.

We value our volunteers. Any skills and abilities you may want to use are greatly appreciated. Talk with your child's Teacher or your Family Service Staff if you need more ideas or have something you would like to do.

Required Immunizations for Volunteers

Every adult volunteering in a daycare center, preschool or home daycare center must be immunized against influenza, pertussis (whooping cough) and measles.

Volunteers may provide vaccinations information as follows:

- TB Screening/Risk Assessment.
- A copy of an immunization record for pertussis and measles.
- Influenza copy of immunization must be dated between August 1st and December 1st of each year.
- A statement from the volunteer's physician that there is a medical reason not to vaccinate the volunteer.
- A statement from the volunteer's physician that the volunteer is already immune to measles.
- A signed statement from the volunteer stating that they have declined to be vaccinated against influenza.

Volunteers can be vaccinated in a variety of ways:

- Contact their primary care physician. There is no copay, regardless of any minimums or maximums in their plans.
- Contact their local health department:
<http://www.schsa.org/PublicHealth/>

Parent Volunteers in the Classroom

Teachers can always use help with the children in the classroom. Call for the teacher's attention if a problem arises in the classroom. Volunteers must abide by the Standards of Conduct for Parents and Volunteers.

Senior Citizen and Intern Volunteers in the Classroom

Must follow the ECE regulations. (22 CCR 101170)

- See required immunizations listed above.

IN-KIND DONATIONS (HEAD START AND EARLY HEAD START ONLY)

An in-kind donation is an offer of time, space or goods to the program. These donations are extremely valuable since the Federal Government requires us to match 25% of our funding with in-kind donations. The in-kind form is completed whenever someone volunteers or donates to the program. This includes the time spent volunteering in the center; on field trips as well as all the many other ways parents and community members volunteer time with the program.

Each day you volunteer, record the amount of time on the in-kind form. In each center there is a binder with in-kind forms for all volunteers. Please make sure to sign your in-kind form before the end of each month, so they can be recorded at the main office. During home visits, the use of space in your home may be considered a donation to the program. Any goods you donate, such as books, art materials, scrap lumber for carpentry, etc.; can also be listed on the in-kind donation. All donations are tax deductible if you file a long form for income tax.

HOLIDAYS AND SPECIAL OCCASIONS

State and Federal regulations mandate that MCS Early Childhood Education may not engage in any religious activity – nor conduct activities that discriminate against the religious beliefs of any of the families enrolled. The traditions and beliefs of all families must be honored and respected.

Holidays and Birthdays

Seasonal activities will be adapted towards children’s developmental levels and incorporated into the curriculum. Some of the ways include; field trips, family celebrations and customs, cooking experiences and art experience.

Year End Event

Each teaching team, in accordance with the year-end celebration guidelines, develops a plan with the parents regarding year-end activities. The activity will be developmentally appropriate and meaningful for the child. The celebration incorporates the new skills and concepts the child has acquired throughout the year. We do not plan graduation ceremonies (such as caps, gowns, marches, diplomas, etc.) because these are not age appropriate.

MCS UNIFORM COMPLAINT PROCEDURES

Procedures

The following procedures shall be used to address all complaints which allege that the district has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with the Code of Regulations, 5 CCR 4632, 4631, and 4633. All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency or organization may file a written complaint of alleged noncompliance by the district.

A complaint alleging unlawful discrimination shall be initiated no later than **six** months from the date when the alleged discrimination occurred or **six** months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. [5 CCR 4630]

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp. If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, district staff shall assist him/her in the filing of the complaint. [5 CCR 4600]

Step 2: Investigation of Complaint

The compliance officer shall hold an investigative meeting within **five** workdays (or shortly thereafter) of receiving the complaint or attempting to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally and the district's representatives to present information relevant to the complaint. [5 CCR 4631]

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint. [5 CCR 4631]

To ensure that all pertinent facts are made available, the compliance officer and the complainant may ask other individuals to attend this meeting and provide additional information. A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation [5 CCR 4631]. The district's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant. [5 CCR 4631]

Step 3: Response

Within **60 calendar days** of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision as described in Step 4.

Step 4: Final Written Decision

The report of the district's decision shall be written in English and in the language of the complainant whenever feasible or required by law. This report shall include:

1. The findings of fact based on evidence gathered. [5 CCR 4631]
2. The conclusion(s) of law. [5 CCR 4631]
3. Disposition of the complaint. [5 CCR 4631]
4. Rationale for such disposition. [5 CCR 4631]
5. Corrective actions, if any warranted. [5 CCR 4631]
6. Notice of the complainant's right to appeal the district's decision within 15 days to the California Department of Education, and procedures to be followed for initiating such an appeal. [5 CCR 4631]
7. For discrimination complaints, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. [Education Code 262.3]

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken, and that the employee was informed of district expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeal Procedure

Notice of Action (NOA) Appeal – Either the Notice of Action (NOA) or Uniform Complaint Procedures appeal/grievance process may be used to dispute any action taken by the MCS Early Childhood Education and/or staff. Any parent or guardian who disagrees with either the actions or policies of MCS Early Childhood Education or a staff member, may use the appeal procedure. Parents may request an appeal hearing within **14 days** of the date of the NOA. The purpose of appeals is to provide a method for discussing and settling differences.

It is the intent of this appeal procedure to settle grievances fairly and expediently. The person(s) filing a grievance will be free from restraint, coercion, discrimination, or reprisal. When grievances arise, they are not to be considered as reflecting unfavorably on either the filing party or MCS Early Childhood Education.

At every step of the appeal procedure, the filing party may be accompanied by another person to represent and/or translate. The authorized representative may attend all hearings on behalf of or with the parent.

Step 1: Complete the information on the back of the NOA.

Step 2: Mail or deliver your local hearing request within 14 days of the receipt of the NOA.

Step 3: Within 10 calendar days the agency will notify you of the time and place of the hearing. You or your authorized representative are required to attend the hearing. If you or your authorized representative do not attend the hearing, you abandon your rights to an appeal and the action of the agency will be implemented.

Step 4: Within 10 calendar days following the hearing, the agency shall mail or deliver to you a written decision.

Step 5: If you disagree with the written decision of the agency, you have 14 calendar days in which to appeal to the CDE Early Education and Support Division. Your appeal must include the following:

- A written statement specifying the reasons you believe the agency's decision was incorrect.
- A copy of the agency's decision letter.
- A copy of both sides of the NOA.

You may fax or mail your appeal to the following address:

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

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the 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.

For discrimination complaints, however, a complainant must wait until **60 days** have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the district has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622. (See Parent Handout)

ENROLLMENT FOR PRESCHOOL, HEAD START/EARLY HEAD START AND FCCH

MCS ECE must follow age and income guidelines set by Federal, State and Local laws, regulations, funding terms and conditions. Every program has their own set of admissions criteria that MCS is required to follow. The following are the program options along with age groups that MCS programs offer:

- Part Day Head Start provides center-based quality education to children of eligible families. Part Day Head Start is available 3.5 hours a day, with A.M & P.M. classes for ages 3-4 years old (priority is for 4-year old's).
- Part Day Preschool provides center-based quality education to children of eligible families. Part Day Preschool is available 3 hours a day, with A.M & P.M. classes for ages 3-4 years old.
- Full Day Head Start/ Full Day Preschool provides a longer instructional day of center-based quality education for children of eligible families with a need. (i.e. employment, seeking employment, vocational training, engaged in an educational program, seeking permanent housing, homelessness, incapacitation, and/or welfare to work activities). Full Day Head Start/Preschool is available 236 days a year from 7:00 A.M.-5:30 P.M. for ages 3-4 years (priority is given to 4-year old's).
- Family Child Care Homes provide year round quality child care by licensed professionals for children of eligible families with a need, (i.e. employment, seeking employment, vocational training, engaged in an educational program, seeking permanent housing, homelessness, incapacitation, and or a welfare to work activities). The program provides services to children from infancy through school-age. Family Child Care Home Providers are available 252 days a year from 7:00 A.M. - 5:30 P.M. (Days and hours vary by home).
- Early Head Start –Child Care Partnership provides infant and toddler care for children 2 months of age thru three years old to qualifying families in a Family Child Care Home setting.

Admissions Procedures:

When vacancies occur, applicants will be contacted in order of priority from the waiting list. An Income Ranking Table is used when giving families priority numbers. Families will be admitted to the program in accordance with the admission priorities. If it is necessary to displace families from the HS/CSPP blended program, families will be displaced in reverse order of admissions. (5 CCR18106(e))

Each child and family are deemed eligible based on family income level, family size, child age, and for full day programs family need. Child Protective Services (CPS) children and children identified as being at risk of child abuse, neglect, or exploitation with a referral from a legal, medical or social service professional are eligible for services.

Priorities for Head Start Admissions:

1. The family's income is equal to or below the poverty line
2. The family is eligible for or in the absence of childcare, would be potentially eligible for public assistance; including TANF child-only payments
3. The child is homeless as defined by the McKinney -Vento Assistance Act (*42 U.S.C 11434a(2)sect.725920*)
4. The child is in foster care
5. MCS follows the Grantee's Eligibility, Recruitment, Selection, Enrollment and Attendance policy. (PO-A03)

The following may be taken into consideration: disability, limited or non-English speaking, living in a single parent home, foster placement, history of substance abuse in the family, child returning for a second year, or transitioning from an Early Head Start program.

Admission Priorities for State Funded Part Day and Full Day Programs:

First Priority- Child is recipient of Child Protective Services or At-Risk of being neglected, abused or exploited.

Second Priority- Children with IEP's. Once the set-aside is filled, child with exceptional needs from income eligible family. Prioritize based on income ranking order.

Third Priority- Eligible four-year-old children who are not enrolled in a state-funded TK program. Prioritize children enrolled in CSPP as a 3-year-old, then within each ranking prioritize dual language learners, then based on earliest wait list date.

Fourth Priority- Three-year-old eligible children. Within each ranking prioritize dual language learners, then based on earliest wait list date.

Fifth Priority- Family income is not more than 15% above income threshold. Prioritize exceptional needs children, then 4-year old children, then 3-year old children (Limited to 10% of funded enrollment).

Sixth Priority- Family reside in approved neighborhood school boundary. Prioritize based on income ranking order.

Seventh Priority- Children enrolling in CSPP to provide expanded learning & care to Transitional Kindergarten or Kindergarten pupils. (*Management Bulletin, (MB) 23-01*)

Admission Priorities for CCTR: (CCR 18106)

1. First Priority: CPS/At-Risk
 - a. Contractors shall give first priority to families whose children are recipients of child protective services, or who are identified as neglected, abused or exploited or at risk of being neglected, abused, or exploited.
 - Within this priority, children receiving child protective services through the local county welfare department shall be admitted first.
 - If an agency is unable to enroll a child in this first priority category, the agency shall refer the child's parent or guardian to local resources and referral services so that services for the child can be located.

- Except for situations where not all of the children in a family are certified based on child protective services, or the child's special need, a family that has a child or children enrolled in a program shall be allowed to enroll additional children provided there exists an appropriate program opening such as infant care or services to school age care children in which to enroll the child.
- When not all of the children in a family are certified based on child protective services or the child's special need, the other children or the parents in the family must meet both eligibility and need criteria (*EC 8263[a][1][A]*) prior to enrollment and shall be admitted in accordance with priorities specified in (*EC 8263(b)*).

2. Second Priority: (*EC 8263[b][2]*)

- a. All children and families who are not within the first priority for admission shall be admitted in accordance with family need. Within each income ranking prioritize as follows:
 - Exceptional needs child
 - Dual Language Learner
 - Entry with the earliest wait list date is admitted third

Disability Services

Families with infants, toddlers or preschoolers experiencing special needs or medical, physical or developmental disabilities are encouraged to enroll in any program offered by MCS ECE. Three and four-year-old children are eligible for CSPP services if the child has exceptional needs, as defined in the California Education Code (EC) Section 8205.

A team including the child's parents, primary caregiver, special education staff and disability or medical professionals will meet to develop an Individual Education Plan (IEP). Once the individual needs of the child and family are assessed and a plan is developed, the team works closely with the MCS Special Education Department, Stanislaus County Office of Education and Valley Mountain Regional Center to provide specialized services according to the child's IEP/IFSP.

The family data file must include documentation of the child's exceptional needs, pursuant to CCR, Title 5 (5CCR) 17758 & 17770 (a). The documentation from an active Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) will be required in the family data file for all children with exceptional needs. Parents must notify Early Childhood Education Programs if there is a change in IEP status:

- If the child is enrolled without an IEP and then qualifies for services, ECE must be notified of this change.
- If a child transitions from an IFSP to an IEP, ECE must also be informed of this change and updated documents must be provided as soon as possible.
- If a child no longer qualifies for special education services, parents must inform ECE of this change.

Inclusion of children with disabilities helps all the children in the program develop an acceptance of others and to be considerate of other's needs.

Eligibility for State Funded

For State funded programs eligibility is based on either child or family eligibility. Parents must provide documentation and verification of at least one of the following:

Eligibility Criteria

Participants must provide documentation of eligibility in **1** or more of these eligibility categories

Child is Recipient of Child Protective Services or Child Identified as At-Risk

- Documentation of Monthly Income **AND**
- Referral Letter

Family Experiencing Homelessness (5CCR 18090-18091)

- Documentation of Monthly Income **AND**
- Referral Letter **OR**
- Parental Declaration of Homelessness

Child has Exceptional Needs (CSPP only)

- Documentation of Monthly Income **AND**
- Individual Family Services Plan (IFSP) **OR**
- Individualized Education Program (IEP)

Note: 7.5% of CSPP funded enrollment is reserved for Children with Exceptional Needs

Approved Neighborhood School Boundary

- Self-Certification of Income **AND**
- Verification of Home Address (Example: Utility bill | Property tax bill | Voter registration | Rental/lease agreement | Government agency letter | Pay stub)

Receiving Benefits from Governmental Program (TANF, SSI) (5CCR 18085)

CalWorks, Medi-Cal, CalFresh, California Food Assistance, California Special Supplemental Nutrition Program for Women, Infants and Children (WIC), Food Distribution Program on Indian Reservation, Head Start or Early Head Start.

- Enrollment Documentation, such as Notice of Action | Receipt of Aid | Verification of Benefits **AND**
- Copy of Governmental Program Application **OR**
- If not available, Self-Declaration of Income as declared on the program application

Income Eligibility: (5CCR 18084-18078)

Income documentation is from either month of the two-month window immediately following the initial certification Current and on-going income documentation may be requested. The following are types of income documentation that may be submitted:

Biological or Adopted Parent(s):

- Authorization to Release Employment Information (if applicable) **AND**
- Parent Notification: Requirement to Report Income Over Threshold
- Documentation of Monthly Income (ALL sources for ALL parents in family)

Fluctuating or Inconsistent Income: Total countable income from 12 months immediately preceding certification

(See Parent Handouts - Countable/Non-Countable Income Reference Sheet)

- CalWORKs recipient: If you are eligible due to current aid you must provide documentation of public cash assistance such as: Passport to Services, Receipt of Cash Aid. (5CCR 18085)

Guardian or Foster Parent(s) / (State Funded only):

- Documentation of Monthly Income (For child and their related siblings)
- Income for a guardian/foster parent is not counted. Only the child's and/or child's related siblings' countable income will be used to determine eligibility. (5CCR 18100)

- Guardian/Foster Parent (Head Start Only): Income for a guardian/foster parent is counted.

Regular & Steady Income (Employment): Total countable income from either month of the 2-month window immediately preceding certification

- A release authorizing MCS to contact the employer, and Employment Verification, to the extent known, reflecting employers name, address, telephone number, and business hours. Along with: (*5CCR 18084*)
 - Payroll check stubs or
 - An independently drafted letter from the employer specifying wages, or
 - Other record of wages issued by the employer

Self-Employed: Parent must complete the Self-Employment Verification form. As many as necessary of the following documentation must be submitted to determine income: (*5CCR 18084*)

- Independently drafted letter from source of income
- Most recently signed and completed tax return with a statement of current estimated income for tax purpose, or
- Other business records, such as ledgers, receipts, or business logs

Non-wage Income: Parent must provide copies of all non-wage income, such as:

- Child support
- Disability
- Unemployment
- Self-Certification of Income

Government Programs (see “Receiving Benefits from Governmental Program”):

Parent is required to supply income documentaion for the purpose of calculating income and family fees in the one of the following ways:

- Submit the application for the means tested government program indicating the income declared at the time of enrollment
- If application is not available, submit a self-declaration indicating you do not have access to the application for the government program, and to the best of your recollection, the income declared on the appication for the means-tested government program. (*WIC 10271and 10271.5*) Families must also meet one of the need requirements (*WIC 10271 (a)(1)(B)*)

Duration of Service Requirement CCTR

At initial certification or recertification for State funded full day programs ECE must certify services for not less than 24 months. ECE will consider the family to meet the eligibility and /or need requirements for not less than twenty-four (24) months and provide those services for not less than twenty four (24) months before having the family’s eligibility or need recertified.

Exceptions to this would be: (*5 CCR 18082.1*)

- For families that were certified as income eligible and during their recertification period, their income exceeds 85% of the state median income (*5 CCR 18084.3*)
- The parent changes residency outside of California as reported by the parent
- When there is substantiated evidence of fraud that invalidates the initial certification and the family is not otherwise eligible
- When the family has abandoned care
- If income exceeds 85% of the SMI you must report to MCS within 30 days.

Duration of Service Requirement CSPP

Part-Day CSPP: A family is eligible for the remainder of the current program year and the following program year, provided the child continues to meet age eligibility requirements. Modesto City School Early Childhood Education Programs can begin enrolling families 120 days prior to the beginning of a new program year, and in those cases the child will be enrolled for two full program years.

In the event that the eligibility period ends before the end of a program year, eligibility shall be extended until the end of the program year, as long as the applicable age-eligibility requirements are met.

Full-Day CSPP: A family is eligible for the remainder of the current program year and the following program year when enrolling children, provided the child continues to meet age eligibility requirements.

In the event that the eligibility period ends before the end of a program year, eligibility shall be extended until the end of the program year, as long as applicable age-eligibility requirements are met. While the Program year operates from July through June, the California Code of Regulations, Title 5 (5 CCR) section 17749(c) allows children that were enrolled in full-day CSPP prior to June 30, to remain enrolled in CSPP for the summer immediately preceding their enrollment into kindergarten until September 30 or the start of kindergarten, whichever is sooner.

ECE programs are required to follow all current regulations including, but not limited to:

- The family's requirement to report when income exceeds the statutory threshold if the family is eligible based on income (5 CCR 17755)
- Requirement to assess, and collect (when applicable), family fees for full-day CSPP (5CCR 17734)
- The family's right to voluntarily request changes (5 CCR 17756)
- The 50-day recertification timeline for full-day CSPP (5 CCR 17753)

Recertification CCTR

Families in childcare must have eligibility recertified no later than 50 calendar days following the last day of the 24-month certification period, which starts with the day the agency's authorized representative signed the last application for services (5CCR Section 18082.1), ECE will:

- Notify the parent in writing in the final 30 days of the 24-month certification period (which starts the day the Authorized representative signed the last application for services) of the following:
 - The requirement that families be recertified to receive ongoing services
 - The date the recertification must be completed by
 - The recertification appointment, no earlier than one day following the 24-month certification period
 - Information on the recertification process
 - Required information/documentation needed for the recertification appointment
 - A telephone contact number and an optional email address in the event there are questions regarding the recertification process

Child Care and Development Division will develop regulations by 12/31/2024 to provide guidance on implementation in regards to 24 month eligibility (CCB 22-37)

Recertification CSPP (Part-Day and Full-Day)

If the child is age-eligible for CSPP for any additional program years beyond the initial 24-month eligibility, the contractor will recertify the family within 50 days of the end of their 24-month eligibility.

Voluntarily Report Changes (5 CCR 18082.3)

Once eligibility & need have been established a participant may keep their current service level, no matter if there are changes in their family. Parents have the right to voluntarily report changes for the following reasons:

- Reduce family fees
- Increase family services
- Reduce certified schedule

If a participant needs to change their service level during their certification period the following must be submitted:

- Request to Change Services Form **and**
- Documentation to support the request

After receipt of this form & documentation to support the requested change, our office will issue a Notice of Action within 10 business days indicating the outcome of your request.

- **No other changes will be made to your service agreement, other than the requested change(s).**

Please notify your Enrollment Specialist if your address or telephone number changes at anytime to ensure we are able to contact you.

The only exception is if a participant's eligibility is based on income & the family's income exceeds the maximum income threshold for ongoing eligibility (See copy of Income Reporting Requirement in your enrollment copies).

Proof of Family Size

Biological/Adoptive Parent: "Family" shall be considered the parents and the children for whom the parents are responsible, who comprise the household in which the child receiving services is living.

Guardian/Foster Parent: "Family" shall be considered the child and related siblings.

Participants must provide the names of the adults and the names, gender and birthdates of the children identified in the family.

At least one document for **ALL** children counted in the family size must be on file and indicate the relationship of the child to the parent:

- Birth certificate or other live birth records
- Child custody court order
- Adoption documents
- Foster care placement records
- School or medical records
- County welfare department records

- Other reliable documentation indicating the relationship of the child to the parent

Need

Need for services are based on documentation and verification of at least one of the following:

- Child Protective Services
- At-risk
- Employment
- Request and Plan to Seek Employment:
(Max 5 days per week, for less than 30 hours per week)
- Homelessness Referral Letter (Max 5 days per week, for less than 30 hours per week)
- Request and Plan to Seek Permanent Housing:
(Max 5 days per week, for less than 30 hours per week)
- Training Verification:
(Training leading to a vocational goal & must make adequate progress. In addition, services are limited for up to 6 years from the date participant starts classes **or** until participant reaches 24 units after the attainment of a bachelors degree)
- Educational Program Verification:
(English Language Learner, High School Diploma or High School Equivalency Certificate. In addition, services are limited for up to 6 years from the date participant starts classes)
- Parental incapacity (Max 50 hours per week)

Need Exceptions (CSPP Part Day only)

The following families are not required to have an established need for services:

- State Preschool child enrolled within an Enrollment priority that does not require a family to meet a need criteria

Variable Employment Schedules

Schedule with a pattern

- Will be specified on the Notice of Action (*5 CCR 18086*)

Schedule with no pattern

- Certified schedule will be based on the highest number of hours worked in any given week within the two-month window preceding certification, OR if there is no work history, the highest number of total hours per week the employer expects the parent to work. (*5 CCR 18086*)

Self-Employment

- If self-employed the parent shall provide documentation of employment consisting of the following: (*5 CCR 18086*)
 - A declaration of need under penalty of perjury estimating the days and hours worked and
 - The following documents to support the days and hours of employment
 - Appointment logs, client receipts, job logs, mileage logs, a list of clients with contact information or similar records or
 - A copy of a business license, a workspace lease, or a workspace rental agreement.

Enrollment Process

Selection – Enrollment begins with a search on the Centralized Eligibility List (CEL)/KinderWait and the Child Outcomes Planning and Assessment (COPA) data base. The CEL system allows subsidized child development contractors to access children that are eligible for their programs. The term “eligibility” is used because families are ranked by eligibility factors for subsidized care.

- Families will be contacted by phone to make an appointment for enrollment.
- Documents needed for enrollment:
 - Income: (Current check stubs, tax return, TANF, SSI, Disability, etc.)
 - Birth records
 - Immunization records
 - Proof of residence

In addition, court or custody papers, child support documentation and school schedules are required, if appropriate.

Certification process

- Completion of the Application for Service to determine eligibility (with staff, must be signed and dated by both)
- State Funded Programs Only - The Notice of Action (NOA) is issued within 10 days after certification/application has been taken with approval or denial of services.

Enrollment – Full-Day Only

In order to enroll in a Full-Day program:

- Employment
- Seeking employment
- Vocational Training
- Engaged in an educational program
- Seeking permanent housing
- Homelessness
- Incapacitation
- Welfare to Work Activities (CAL WORKS Programs (5CCR 18085.5))

Fees – Families enrolled in Full Day programs may be subsidized by both Head Start and State funds and may be charged a fee. (ACYF-IM-HS-01-06).

Please see Parent Fee Policy and Procedure.

How to Continue in the Program

- Timely Recertification – families in childcare must have eligibility recertified no later than 50 calendar days following the last day of the 12-month certification period, which starts with the day the agency’s authorized representative signed the last application for services (5CCR Section 18082.1).
- Payment of fees (See Parent Fee Policy and Procedure-Page 7)
- Abide by Agency Policies, Procedures and Program Requirements

Fraud Policy

Modesto City Schools, Early Childhood Education, child care programs (CSPP and CCTR), is responsible to manage funds for families who meet the need and eligibility requirements of the State of California. To ensure that only families who are eligible to receive services are enrolled, MCS, ECE works closely with other agencies that provide subsidized assistance to families.

Regulatory agencies such as Community Care Licensing, California Department of Education, California Department of Social Services, law enforcement and local, state and federal government investigators who investigate and prosecute suspected fraud and, when requested, will share parent information including but not limited to, income, need, family size and attendance records.

Fraud is knowingly misrepresenting facts that are material to an issue, made with the intent to obtain benefits or payment to which one is not entitled.

Child care fraud includes but is not limited to:

- A parent knowingly has received, or is continuing to receive, child care services that the parent is not eligible to receive
- A parent knowingly has falsified documents of/for eligibility
- A provider knowingly has falsified documentation for reimbursement.
- Falsification or incomplete attendance records
- Falsification or providing misleading information or inaccurate documentation
- Knowingly misrepresenting eligibility, using incorrect or inaccurate information to obtain a benefit that the parent would otherwise not be entitled to receive
- Failure to provide current and correct information at the time of certification or recertification
- Misrepresentation of income and/or eligibility
- Failure to complete or falsification of sign-in/out sheets accurately and on a daily basis

When MCS ECE, suspects fraud, the case will be referred to local, state, and federal government agencies. Families will be issued a notice at least 19 days if mailed or 14 days if hand delivered prior to disenrollment from the program. The program may deny services or disenroll a family for any of the reasons listed above.

MCS ECE, fraud policy will be in the Parent Handbook and MCS ECE will require staff, parents and providers to read and sign the fraud policy acknowledging fraudulent, false or misleading information provided will be grounds for termination.

EDUCATION & ASSESSMENTS

Education

MCS Early Childhood Education will provide an enriched learning experience to help children gain the skills needed to succeed. The most important goal is to develop and nurture a child's self-esteem. The program believes the future success of your child depends on a healthy self-image and pride in the family. With this goal in mind, the teaching staff/providers along with input from parents plans a curriculum that encourages curiosity, provides successful experiences for children and promotes social skills necessary to prepare them for later school experiences. The curriculum helps teachers/providers to focus on observing children more purposefully, and then to use their observations to plan developmentally appropriate activities for each child and the whole group.

Assessment

Children are assessed using the Desired Results Developmental Profile (DRDP's). The system is used to identify their developmental strengths and emerging skills. In order to plan an individualized learning program of activities, staff will meet with parents to discuss each child's progress and develop strategies to meet goals. A portfolio will be used to collect samples of each child's work. This work will be reviewed regularly to see how the child is progressing.

Head Start/Early Head Start children are assessed two times a year, with a midpoint check in. State-funded students are assessed twice a year. Infant/toddlers are assessed two times a year. This information is used to plan your child's individual program.

Each child is screened within 60 days of enrollment to identify if there are any possible delays in development.

Parent/teacher conferences

Staff /providers meet individually with parents throughout the school year, both in the family's home and in the center.

The purpose of these visits is to develop our relationship with you the parent. We review your child's progress, set learning goals, and address topics such as health, safety, nutrition, mental health and education. Throughout the program year, teachers/providers and parents write observations about each child's skills. For example, if a teacher sees that a child is building a large block structure, or a child is trying to write his/her name for the first time, the teacher will write this information down and put it in the child's record. You can also write observations about what your child does at home, or you can tell the teacher what you have observed. All these observations are used to complete an assessment for your child. You will review this summary with your child's teacher/provider at the parent conferences so you and the teacher/provider will both have a complete view of your child's strengths and developing skills.

Center and Group Experience Rules

1. During school, children are not allowed outside the fenced-in area, unless accompanied by a staff member or authorized adult. Please keep gates closed when arriving or leaving.
2. All children must be accompanied into the center by an authorized adult at arrival and departure and signed in and out by an authorized adult. Until the child is signed in, they are the responsibility of the authorized adult.

3. All parents need to complete the Emergency/Registration Card and keep it updated with the name and telephone number of friends or relatives who will be responsible for picking up the child in case of illness or emergency.
4. Head Start/Preschool Programs follow the ECE Behavior Management Plan Procedure.

Program Self- Assessment

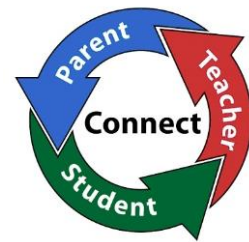
The “Thelma Harms Environment Rating Scales” are used annually to assess the quality of the MCS programs. Based on the results program goals are developed and shared with staff/providers and families in order to strive for continual program improvement in all areas of services.

Delegate Parent Policy Committee (DPPC)

The DPPC is extremely important in the operation of the Head Start/Early Head Start program. The DPPC is responsible for planning, general administration, personnel administration, grant application preparation and evaluation of the program. Each center will elect representatives that will meet at the District level monthly.

Parent Advisory Committee (PAC)

State-funded program parents can participate on an advisory board made up of parents, community representatives, program staff and Board of Education members. The Parent Advisory Committee assists with overall planning, acting as a channel for program concerns and suggestions, and promotion of benefits and needs of the program in the general community.



FAMILY CHILD CARE HOMES AND EARLY HEAD START

The Family Child Care Program is a School Readiness alternative to center-based childcare. Infants, toddlers, preschool-age and school-age children in this program are enrolled in family childcare homes that are licensed for either 6-8 or 12-14 children. Family Child Care providers are licensed professionals who care for children in their homes. Modesto City Schools has a network of licensed family childcare homes in which the providers are independent contractors. Family Child Care provides year-round quality childcare. Days and hours vary by home.

Substitute Care

A unique feature of Family Child Care is continuous care for your child. If your child's regular provider must close their home due to illness, family emergency or vacation, a substitute provider will care for your child, **if available**.

In all cases, except for an emergency, your child's placement in a substitute home will be carefully planned. You will be required to have your child meet the provider who will be doing the substitute care so that your child will be familiar with the provider, his/her family and his/her home prior to the first morning of attendance. It is the responsibility of the parent to call the substitute and make arrangements to meet before the first day of attendance.

Diapers and Toileting

Parents must meet with the provider to review the provider's policies regarding diapering and toilet training procedures. Parents are required to supply diapers for their children (except Early Head Start).

Behavior Management

Providers realize that a child acts out for a reason. The goal is to work with the child and family to better understand the behavior and implement appropriate behavior guidance techniques and plans to ensure the child's overall success.

Providers will help children to express themselves in a positive manner. Children are encouraged to express their feelings and 'use words' when problem solving. If a child becomes disruptive, the following steps will be taken:

1. The provider will talk with the child about his/her behavior and help him/her to see the effects it has on others.
2. The child will be given choices of other activities to pursue or be redirected to another activity or area.
3. The child may need to be removed from the area until the child is able to make the choice to return to safe play.
4. Under no circumstances will there be any corporal punishment.
5. If the behavior continues or the behavior is a safety concern for the child or others, the parents will be notified, and additional interventions will be discussed per the Behavior Management Plan Procedure (pg.19).

Field Trips

Field trips are an important part of the learning experience in the Family Child Care programs. They are designed to:

- Supplement and enrich the learning experience outside the home.
- Help relate experiences to the world outside the home.

- Bring the community within the scope of a child's learning experience.

On all Family Child Care field trips, provisions shall be made for proper supervision. Parents are encouraged to participate with their children. Parents may be asked to pay an additional cost for field trips not to exceed twenty-five dollars (\$25) per child in a school year.

- Participation in a field trip will not be denied due to a parent's inability or refusal to pay the fee.
- No adverse action will take place against a parent for the parent's inability or refusal to pay the fee.
- A payment system that prevents the identification of children based on whether a child's family has paid the field trip fee will be established.

Co-Payments:

Providers CANNOT charge a co-payment to a FCCHEN family. Provider cannot require or solicit, in cash or in kind, additional payments from any families enrolled in the General Child Care FCCHEN program, except for the costs of field trips, and days/hours outside of the child's certified schedule.

Nutrition

A nutrition component is part of the daily curriculum. Children help to plan meal menus, prepare snacks, serve and develop skills in food preparation, hand washing and the safe use of cooking utensils. Meals are served daily in the morning and afternoon. Review provider's policies and procedures for exact times. Menus are posted for parents and children. Mealtimes provide an opportunity to:

- Learn about healthy foods
- Try new foods
- Practice appropriate eating habits
- Make mealtime a learning and social experience

*****You must inform the provider of any food allergies your child may have*****

Contract Between Parent & Provider:

Child care is a contract between the participant and provider. Any disputes arising or liability resulting from the participant-provider contract shall not involve Modesto City Schools in any way.

ECE FCCH assumes no responsibility for injury or damages arising from the participant or child care provider's performance. The participant and provider agree to hold harmless Modesto City Schools, ECE program and its employees, from costs, lawsuits, or liabilities arising from child care services.

Providers are Independent Contractors:

Provider shall be considered an **independent contractor**. Provider understands and agrees that he/she and all of his/her employees shall not be considered officers, employees or agents of Modesto City Schools, and are not entitled to benefits of any kind or nature normally provided employees of Modesto City Schools and/or to which Modesto City Schools employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation.

Provider assumes full responsibility of the acts and/or omissions of his/her employees or agents as they relate to the services provided. Provider assumes full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to the Provider's employees.

PARENT RESPONSIBILITIES

- The parent is responsible to review the provider's policies and procedures prior to final enrollment.
- Your child must be signed in and out each day with a complete legal signature by an authorized adult 18 years of age or older.
- Make sure the provider knows your child has arrived, completed health check, and has been signed in.
- Parent will be asked to return to Family Child Care home if child has not been signed in. If parent does not return, authorized adults listed on the emergency/registration card will be contacted for pick up.
- When your child is signed out, responsibility for the care of the child is given back to the authorized adult departing with the child.
- No person may pick up your child from the FCCH without your authorization on the emergency/registration card.
- Families who have court orders restricting adults who can have contact with their children must provide a photocopy of the court orders and a photograph of the individual to be included in their family files.
- Payment of fees (Please see Parent Fee Policy and Procedure-Page 10)



COVID 19 POLICIES AND PROCEDURES

MCS will follow the most current COVID 19 guidance and the COVID 19 mitigation plan.

PARENT RESOURCE SECTION