



Welcome!

CSPP PRESCHOOL HANDBOOK

2025-2026

Welcome to the PJUSD California State Preschool program. At West Valley Learning Center, we look forward to serving you!

Board Approved 2025



This **handbook** was designed to assist families with understanding the requirements to participate in a preschool program operated by Patterson Joint Unified School District Preschool Program (PJUSD Preschool).

We provide half and full day preschool opportunities throughout the Patterson Joint Unified School District. Our preschool program is funded through a grant from the California Department of Education.

We look forward to serving you!

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Our Mission

Play is a child's work and through it a foundation for academic learning can be built. Teachers working in partnership with parents provide experiences that meet a child's needs, build positive self-esteem and stimulate learning in all developmental areas.

Preschool Main Office - West Valley Learning Center

610 N Hartley Street
Patterson, CA 95363

(209) 892-4550

Open Monday-Friday 7:30am-4:00pm



Ages Served:

Four-Year-Olds (Birthday on or before December 1st)

Three-Year-Olds (Birthday on or before December 1st)

OR if birthday is on or after December 2nd, child may be enrolled on or after 3rd birthday)

Preschool Center Operating Hours | Contact | Location:

WEST VALLEY LEARNING CENTER

Part-Day Classroom: 8:15am – 11:15am | 12:00pm – 3:00pm

Full-Day Classroom: 7:30am – 2:30pm

(209) 892-4550

610 N Hartley Street
Patterson, CA 95363

NORTHMEAD ELEMENTARY SCHOOL

Part-Day Classroom: 8:00am – 11:00am | 12:00pm – 3:00pm

(209) 892-4550

625 L Street
Patterson, CA 95363

GRAYSON ELEMENTARY SCHOOL

Part-Day Classroom: 8:00am – 11:00am | 12:00pm – 3:00pm

(209) 892-4550

301 Howard Road
Westley, CA 95387

PROGRAM DESIGN

State Preschool is one of the most successful State programs for children ever created. Over the past several decades, it has touched the lives of many preschool children and their families throughout the state.

State Preschool gives children a chance to grow up healthy, happy and confident by providing them with a comprehensive preschool experience. State Preschool connects families with the social, medical and nutritional services they need.

Open Door Policy:

You may visit your child's classroom unannounced to observe your child at any time during operational hours. Our program is based upon a partnership with parents of the children enrolled. Parents are highly encouraged to participate in their child's program. Volunteer information is located within the Parent Involvement section of this handbook.

Community Involvement:

Patterson Joint Unified School District Preschool solicits support from the community including the solicitation for donated goods and services. The program provides information to the community regarding services available. The program also invites guests from the community to present to our parents, students, and staff.

Confidentiality:

The use or disclosure of any information maintained in the basic data file concerning children and their families is limited to purposes directly connected with the administration of the program.

No other use of the information will be made without prior written consent or through a subpoena. Participants shall have access to information in their basic data file within 5 business days after the program receives a written request.



Group Size:

Adult to child ratios are planned for in advance and followed for each age group based on the Community Care Licensing and Title 5 Regulations.

Preschool

1 Adult for every 8 Preschoolers

Refrain from Religious Instruction:

Our programs refrain from religious instruction & worship.

Equal Access/ Non-Discrimination Statement:

No person will be subjected to discrimination, or any other form of illegal bias, including harassment. We give equal access to services without regard to sex, sexual orientation, gender identification, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability.

PROGRAM PHILOSOPHY, GOALS & OBJECTIVES

Philosophy:

Our Preschool Program recognizes the importance of play in the learning process for young children. We also recognize that parents are the primary caregivers and educators of their children.

We work to empower children, promote individuality and develop strong partnerships with families while creating an environment that helps young children attain physical, cognitive, social, language and emotional achievements to be prepared for school.

Each family brings a history of life experience and cultural heritage that is respected and valued within our Centers. Partnerships between families and the Center are essential to the growth and development of each individual child.

Nutrition Services:

Our goal is to ensure children have nutritious meals and snacks during their time in the program. Meals and snacks that are culturally and developmentally appropriate and meet the federal Child Care Food Program nutritional requirements.

Mealtimes are a learning experience for our children. It's a time for talking about color, taste, texture and the name of foods. It is an opportunity for practicing manners by watching adults and socializing with other children. Meals are served family style. Children are encouraged to try new foods but not forced to eat them.

Meals are provided at no cost to families.

Balanced nutritious meals including breakfast, lunch and a snack are served throughout the day. Monthly menus are posted on the bulletin board and online at www.patterson.k12.ca.us.

NOT ALLOWED

- Candy, gum and soda are not allowed in classroom
- Foods high in sugar, fat or salt are not served
- Food cannot be shared with siblings/parents
- Food cannot be taken home
- No food may be prepared at home

Our goals and objectives are reflected within each of the quality program components



If your child has any food allergies, or can not eat certain foods for religious or personal reasons, please notify the teacher immediately.

Parent Involvement & Education:

Our goal is to provide a welcoming environment for families and invite them to participate as equal partners in the education of their children.

Examples of opportunities to participate include:

- Parent Orientation
- Ongoing two-way communication between Parents and Staff
- Desired Results Parent Survey
- Parent/Teacher conferences are held twice per year. Conferences provide an opportunity for parents to collaborate with the teacher to develop goals for their child
- Participating or helping at family events
- Parent Meetings provide an opportunity to learn about child development, share topics identified in the parent survey, parenting strategies. A great time to network with Program staff and other parents.
- Parent Advisory Committee meetings provide an opportunity for parents to provide input on the nature and operation of the program



VOLUNTEER POLICY

Parent Volunteer Philosophy: State Preschool works because parents are an essential part of the program. Parents are invited and welcomed to become actively involved in their child's learning experience in their preschool program. We believe that volunteers can make a significant contribution to the preschool community by giving their time and sharing their skills and expertise with others. Volunteers may have a wide range of interests and abilities that complement the preschool program, thus providing a wider range of interaction and experiences for our learners. Families and staff have a joint responsibility for the education of children and must work together to establish a partnership based on mutual trust and respect.

Parent visitors will be required to wear a visitor name tag, have required documentation on file and follow these volunteer guidelines.

Required Documentation

Students' health and safety are our main priority. Anyone wishing to stay or volunteer must submit the following:

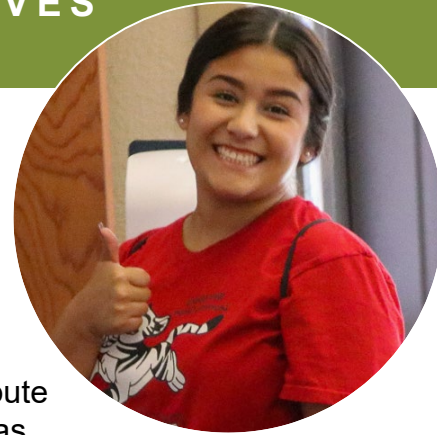
- District Background Form
- Volunteer Agreement
- Valid Identification
- Tuberculosis (TB) skin test with a negative result or chest x-ray within 4 years
- Immunization Record that includes MMR within your lifetime, DTAP within 10 years and influenza vaccine (flus shot) or influenza waiver

Management of Volunteers

Volunteers will be matched with work that is suitable to their skills, interests, time commitments and health status.

- Changes to a volunteer's area of work or time commitment will be made with full consultation
- Supervising staff will be available to discuss volunteers' concerns as they arise
- Supervising staff will meet their duty of care to learners by not leaving a volunteer to work unsupervised with learners
- A staff member will be allocated to supervise a volunteer in each of the areas he/she works.

PROGRAM PHILOSOPHY, GOALS & OBJECTIVES



Volunteer Expectations

- **Dress Code:** Appropriate clothing, footwear, and jewelry for activities.
- **Health and Safety:** No smoking inside and around the preschool buildings. Alcohol is not permitted on the preschool premises. Cell Phone use in the classroom is not allowed.
- **Level of Performance:** Every volunteer should maintain a high level of awareness and treat every child and adult with respect. They should contribute to maintaining the safety and well-being of the children at all times, as well as creating a happy and secure environment for children and working as a team. To ensure you maintain our confidentiality policy you must not disclose information about children, families, staff or the preschool outside of this environment.

Volunteers' Responsibilities

The volunteer's most important responsibility relates to his/her duty of care to children. Learners are a vulnerable group generally, due to their age and lack of experience. For volunteers, respecting the rights of children means they.....

MUST:

- Refer all children concerns or behavior issue to preschool staff
- Refer all parent requests, questions, etc. to preschool staff
- Sign volunteer sheet on arrival and departure
- Discuss concerns in relation to preschool matters with the appropriate staff member or the Director
- Keep all preschool related matters confidential
- Be polite and well-mannered and have regard to all those who access the program. Treat the preschool, staff, and learners with respect
- Make an appointment when he/she wishes to speak with a staff member privately in order for us to ensure that staff ratio is met within the preschool setting and that the staff member is present
- Provide a positive model for students
- Know and respect the learning facilitator's boundaries and her expertise
- Treat all students equally – not playing favorites with your child or other learners
- Encourage learners to try tasks and only assist when needed
- Abide by the terms and conditions detailed in the volunteer policy and any other rules and guidelines as deemed necessary by the Director

MUST NOT:

- Work unsupervised with children
- Be involved in toileting or assisting with changing children
- Have unsupervised contact with children
- Have intentional physical contact with children (the supervising staff will provide comfort/first aid to a distressed children)
- Display harassing, bullying or intimidating behaviors toward children or staff
- Swear
- Use mobile phones in the preschool learning environment; yet they may step outside to do so, if appropriate
- Bring younger siblings or friends to the learning environment when volunteering

Cancellation of Volunteer Agreement

When concerns arise about a volunteer, a solution to a problem or to improve an area of concern will be offered whenever appropriate. A volunteer's agreement can be canceled at the director's discretion and where the volunteer:

- Has no more suitable work available
- Fails to follow requirements outlined in the volunteer policy and by the Director
- Behaves towards learners, parents, or staff in a manner deemed inappropriate or improper
- Repeatedly fails to meet commitments without notice to the preschool

Education Program:

The Preschool classroom is a place for children to enjoy learning. Children actively explore materials around them, engage in activities appropriate to their skill level, and expand their natural curiosity.

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

Our goal is to provide a program approach that is developmentally, linguistically and culturally appropriate. A program that is inclusive of children with special needs.

Our overall educational approach follows the California Department of Education Preschool Learning Foundations and Curriculum Frameworks designed to build on each child's strength and target skills that need development.

We use a tool called the Desired Results Developmental Profile (DRDP) essential view to assess the development of children

- Assessed within 60 days of enrollment & every 6 months
- Parent's input is a necessary component of this assessment
- Assessment outcomes are used to plan and conduct age and developmentally appropriate activities for children



Physical development is supported by:

- Promoting physical activity
- Providing sufficient time to move within the indoor and outdoor spaces
- Providing equipment, materials and guidelines for active play and movement

Social/Emotional development is supported by:

- Building trust
- Planning routines and transitions so they can occur in a predictable and unhurried manner
- Help children develop emotional security and facility in social relationships

Cognitive & Language skills are supported by:

- Various strategies, including experimentation, inquiry, observation, play and exploration
- Providing opportunities for creative self-expression through activities such as art, music, movement and dialogue
- Promoting interaction and language use among children and between children and adults
- Supporting emerging literacy and numeracy development

Exceptional Needs Child

Children with exceptional needs are welcomed. Staff integrate children's Individualized Educational Plan (IEP) or Individualized Family Support Program (IFSP) goals in activity planning.

PROGRAM PHILOSOPHY, GOALS & OBJECTIVES

Environment:

Our goal is for each of our classrooms to provide a safe, healthy and welcoming environment that supports the broad development needs of children.

We use the California Assessment Scoring System (CLASS). CLASS is an observational instrument that captures the quality of the teachers-child interactions in a classroom.

In addition, we also use the CLASS Environment tool, which focuses on whether specific items in the learning setting are present. It looks at the classroom arrangements, displays and materials.

Based on the assessment outcomes, action steps are taken for continuous quality improvement.

In addition, our environments are set-up using our adopted curriculum, a scientifically-based, comprehensive curricula used to help plan and implement a developmentally appropriate program that promotes children's social-emotional development and learning in the core areas of literacy, mathematics, science, and social studies.

Health & Social Services:

Our goal is for families to know where to access community health and social services to meet their unique family needs. We are there for families in crisis, offering resources and information on where to go within the community.

- Health, social services and other child/family needs are identified at enrollment and as needed
- We refer the child/family to appropriate agencies in the community based on child/family needs
- We follow up to make sure that the needs of the child/family have been met

Continuous Improvement:

Our goal is to implement an effective annual program self-evaluation process to support continuous improvement.

The process includes:

- Assessment of the program by parents using the Desired Results Parent Survey
- Assessment of the program by staff and board members using the Program Monitoring Instrument, Desired Results Developmental Profile, CLASS tools, and California's Quality and Improvement System

Based on the results goals and action steps are developed and implemented.

Need Help? Just Ask!

Staff are available to help parents to access community resources. All discussions about needs and/or services provided are strictly confidential

Staff Qualifications & Development:

Our goal is to implement a staff development program that adequately equips each staff member with the information necessary to carry out their assigned duties.

Our program makes professional development of individuals working with children and families a priority. We hire qualified staff which hold appropriate credentials/permits required by the State of California. New employees are provided an orientation to help them understand how agency policies relate to their job description.

We support continuous staff growth by assessing the needs of staff and providing professional development activities to enhance their growth. Staff are observed/or evaluated annually. We have sound communication mechanisms which include e-mail, phone and bulletins to provide staff with information necessary to carry out their duties.

GENERAL POLICIES

Code of Ethical Conduct:

It is important that the program provides an environment where children and families feel safe and secure. All families must commit to demonstrate the following core standards/values during all interactions while enrolled in our program:

- Communicate effectively in a calm manner
- Be courteous
- Maintain order
- Show respect of others
- Take responsibility for own actions
- Be punctual
- Respect the dignity, worth, and uniqueness of each individual present at the center
- Respect diversity
- Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect

Suspected Child Abuse:

Our staff are mandated reporters. The safety and well being of your child always comes first. State law requires that staff report known or suspected instances of a child abuse to Child Protective Services or to local police officials. This abuse includes physical abuse, sexual abuse, emotional abuse or neglect.

If you or someone in your family wants to learn different ways to guide and discipline your child or to handle anger without hurting your child, please talk to your child's Teacher or Program Staff.

There are free resources available to help!



Safe School & Harassment Policy:

The following behaviors will not be tolerated and are **prohibited** at any of our facilities:

- Behavior which threatens the safety, welfare or morals of others
- Under the influence of and/or possession of alcohol, marijuana or drugs
- Possession of any weapon, look alike weapon (toy), or any object which ejects whether functional or not
- Behavior which would cause, attempt, threaten, or conspire to cause damage to personal or real property or person through arson, burglary, extortion, larceny (stealing), criminal mischief, battery (hitting people), assault (making a person fearful of hitting), harassment (threat to commit an illegal act), sexual harassment, sexual intimidation, hazing (actions intended to endanger or embarrass others)
- Use of obscene and profane language.

GENERAL POLICIES

Child Supervision:

Staff actively ensure that our environments are safe and no child will be left alone or unsupervised at any time.

Supervision is everyone's responsibility, so in addition to our staff, parents must also use active supervision techniques to ensure our environments are safe.

PARENTS MUST:

- Ensure your child is signed in and out every day with your legal signature and exact time
- Hold your child's hand in the road and parking lot
- Encourage children to follow safety rules
- Report safety and supervision concerns to staff immediately

Clothing & Items from Home:

Your child will be very active during classroom activities and should dress in comfortable and washable clothes. Sometimes children accidentally get paint, clay or mud on their clothes.

Please send your children in comfortable play clothes that can be washed easily. Thongs and sandals with loose straps or shoes with slippery soles are unsafe on the equipment. Tennis shoes or rubber-soled shoes are best for running and playing and will help avoid injury during play. Please label jackets, sweaters and extra clothing.

Please discuss your ideas for sharing home materials with your child's teacher ahead of time. Toy guns and knives are not allowed in the center. The center is not responsible for any lost or damaged personal items.

Transportation:

It is the responsibility of the parent/guardian to provide safe transportation to and from school to ensure the child attends on a regular basis.



Field Trips:

Field trips are an integral part of the curriculum and enhance the classroom curriculum. Parents will be notified of field trips in advance. Parents are required to sign a permission slip for all field trips. Parents are welcome to join children on field trips if all volunteer requirements have been met. No siblings are allowed to participate in field trips.

Video Taping/Pictures:

The Preschool Program takes pictures and videotapes special events as well as the child's developmental progress for the Desired Results Developmental Profile. If for any reason, you have a concern regarding your child's picture being taken, please advise the Teacher promptly.

Napping:

Children have the opportunity to nap or rest without distraction or disturbance from other activities by providing an individual napping space. Any child who chooses not to sleep will be given the opportunity to do a quiet activity.

Discipline & Guidance:

Positive Guidance Policy. Positive methods of guidance and redirection are used in the classroom. Rules and limits are set to keep all children safe and help them get along with others. Children may be removed and sent home for harming themselves or others.

Based on the philosophy of the Preschool Program, the positive guidance policy embodies mutual respect of the personal rights of the child and adult. Within that framework, children develop self-discipline within a safe environment free from punishment, infliction of pain, humiliation, ridicule, coercion, threat, mental abuse or other actions of a punitive nature.

Goals have been developed for the children and guidelines for teachers, parents and students as well as procedures for dealing with unacceptable behavior.

GUIDELINES FOR ADULTS WORKING WITH CHILDREN:

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

GOALS FOR CHILDREN:

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

DEALING WITH UNACCEPTABLE BEHAVIOR:

Step 1: Stop unacceptable behavior.

Step 2: Problem solving and discussion

Step 3: Explain acceptable alternatives as well as consequences.

Step 4: Redirecting to a new activity.

Step 5: Provide a related consequence appropriate to the situation and the child's developmental level.

GENERAL POLICIES

Suspension & Expulsion:

The preschool programs prohibit or severely limits the use of suspension and expulsion. The program will take many steps to address children's challenging behaviors, with the goal being to aid the child's safe participation in preschool.

Our program prohibits or severely limits the use of suspension and expulsion because of a child's behaviors. In addition, the program can not persuade or encourage a child's parents or legal guardians to voluntarily unenroll from the program due to a child's behavior.

The program will take many steps to address a child's challenging behaviors, with the goal being to aid the child's safe participation in the program.

In the event a child is suspended or expelled due to persistent and serious behaviors, the program will issue a Notice of Action that is effective 24 hours after the notice is issued.

Persistent and serious challenging behaviors are either repeated patterns of behavior that significantly interfere with the learning of other children, or interactions with peers and adults that are not responsive to the use of developmentally appropriate guidance.

NOTE: If a child is suspended or expelled, the parent has the right to file an appeal directly to the State Department no later than 14 calendar days after receipt of the Notice of Action. (For more information, see Grievance/ Complaint Procedures/Program Decision Complaints)

Daily Health Screening & Exclusion:

In order to help prevent the spread of children's diseases, licensing requires that each child receive a daily health check upon arrival at the center. No child shall be accepted without contact between center staff and the person bringing the child to the center. The person bringing the child to the center must remain until the health check has been completed and the child is accepted.

Children will be excluded from the center if:

- **Gastro-intestinal** nausea, vomiting, diarrhea, abdominal pain within the last 24 hours
- **Throat and neck** redness, spots, sore throat, infected tonsils, swollen glands
- **Eyes** discharge and/or redness
- **Skin** rashes, spots, eruptions, etc.
- **Hair** lice/nits, infected areas on scalp
- **Nose and ears** discharge with symptoms such as fever, coughing or other symptoms
- **Temperature** fever over 100 degrees F within the last 24 hours
- **Symptoms of possible communicable disease.** Must be cleared by doctor or school nurse to return to school



GENERAL POLICIES

Emergencies:

In case of serious illness or injury, we will make an immediate attempt to contact you. If necessary, we will also call an ambulance or paramedics. The parent/guardian is expected to assume responsibility for any resultant expense. Please be sure to have current information needed to contact you in an emergency.

Each centers emergency plan is posted in the classroom and emergency drills are conducted monthly. In the event of a major disaster or unusual emergency, the automated phone calling system will be used to notify you of the most up to date information regarding the emergency situation.

Medication:

Medication to be given out at the school site must be accompanied by a Medication Instructions Form completed and signed by the parent or guardian daily.

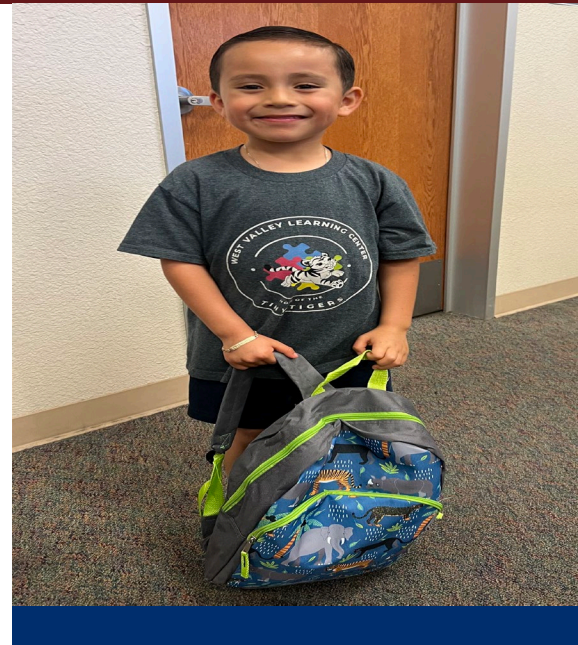
The medication must be in the original and current prescription container. The prescription bottle should have the child's name, date, and specific dosage. We cannot share medications amongst siblings. If your child needs to be on inhaled medication, the physician must fill out an authorization packet.

Always give medications directly to the teacher and do not leave it in your child's bag.

Parent Partnerships:

Communication is very important. State Preschool creates a partnership with families through strong communication. This occurs with monthly newsletters, calendars and daily conversations with parents. Any/all information is confidential.

If you would like to discuss your child, or any aspect of the program, please call the teacher at the center and they will be happy to meet with you.



Biting:

Biting is very common among groups of young children, for various reasons. Understanding why the young child bites is the first step in preventing biting as well as teaching the child alternatives to biting.

Toileting:

For non-potty-trained children, the program provides diapers while children are in care. If your child is not independently toileting, when developmentally appropriate, our staff will work toward getting your child to be independent in the bathroom. If an accident occurs, we will support them to change into clean clothing. Please make sure that you bring a fresh change of clothing the day after an accident occurs in class. If your child is in need of a diaper/pull up change, or is needing assistance with wiping, You will need to fill out a Toileting Plan.

Lead Poisoning Prevention:

Currently, there is no known safe level of lead in the body. It is important for parents to become aware and knowledgeable about lead poisoning and preventative measures. Lead poisoning can potentially become a serious illness that can cause various health concerns in children such as:

- Anemia
- Decreases in intelligence quotient (IQ)
- Behavioral problems
- Decreased auditory function
- Slowed growth



Children under the age of six years old are more vulnerable to being exposed to lead.

It is important for parents to understand preventative measures by:

Knowing the sources of lead exposure such as:

- Interior/exterior paint
- Soil
- Drinking water (e.g. private well)
- Folk remedies
- Parental occupations (e.g., construction, plumbing, battery manufacturing)

Proper nutrition such as:

- Calcium rich foods (e.g., milk, yogurt, cheese, leafy green vegetables)
- Vitamin C foods (e.g., fruits and vegetables)
- Iron rich foods (e.g., red meats, beans, iron fortified)

Early and Periodic Screening, Diagnostic and Treatment (EPSDT), states that children should undergo clinical diagnosis and assessments that would account for a blood lead level (BLL) count during 12 and 24 months of age in order to measure lead toxicity. Assessments should be given to children at six and nine months of age and thereon after up to the age of six years old.

If a BLL count is $\geq 5 \mu\text{g/dL}$, treatment should be followed upon physician's instructions in order to eliminate lead toxicity. Local public health officials may also assist in finding any lead exposure in surrounding areas of the child's residence for any hazards.

SELECTION & ENROLLMENT PROCESS

Waiting List:

Our programs have limited openings for eligible families. The first step to access preschool services is to be placed on the KinderWait List.

Two Ways to Apply

Call: (209) 238-6400

Online: findchildcarestanislaus.org

Children with disabilities are welcomed and encouraged to apply:

5% of State Preschool funded enrollment is reserved for Children with a disability.

Only the child in the family with disability may be enrolled under this eligibility criteria



Enrollment Process:

Families are selected for the State Preschool program through Enrollment Priorities defined by the California Department of Education.

Step 1: Waiting List

The first step to access State Preschool Program services is to be placed on the KinderWait List. To apply to be placed on the waiting list, call (209) 238-6400 or go online at findchildcarestanislaus.org

NOTE: Stanislaus County Office of Education maintains the KinderWait List.

Step 2: Invited to Complete Application Process

When an opening is available in a State Preschool classroom, we access the KinderWait List and contact families based on the Part or Full Day State Preschool Child Enrollment priorities as outlined on the following page.

When a family is selected for enrollment, they will be asked to complete forms and gather documents needed to verify their eligibility for the State Preschool program.

A Notice of Action will be issued within 30 days to approve or deny services.

Step 3: Attend Center Orientation

Come learn about your child's teacher, our program philosophy, goals, objectives, expectations, and center procedures. Learn about the exciting opportunities your child will have in our program and parent involvement opportunities.

SELECTION & ENROLLMENT PROCESS

Child Admission Priorities:

5% of preschool enrollment is set-aside for children with disabilities.

NOTES: Only the child in the family who has a disability may be enrolled within this enrollment category.

For **95% of preschool enrollment** when an opening is available, we access the waiting list and contact families based on the following program Enrollment priorities:

PART-DAY CLASSROOMS

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

Second: Once the needs set-aside is filled, child with disabilities from income eligible family. Prioritize based on income ranking order.

Third: Eligible children not enrolled in Transitional Kindergarten. Prioritize children with the lowest income ranking first. If 2 or more children are within the same ranking prioritize dual language learners, then based on the child who has been on the waiting list for the longest time.

Fourth: Family income is not more than 15% above income threshold. Prioritize exceptional needs children, then 4-year-olds, then 3-year-olds. (limited to 10% of funded enrollment excluding children with disabilities).

Fifth: Family resides in approved neighborhood school boundary. Prioritize based on income ranking order.

Sixth: Family resides in approved neighborhood school boundary. Prioritize based on income ranking order.

FULL-DAY CLASSROOMS

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

Second: Once the needs set-aside is filled, child with disabilities from income eligible family. Prioritize based on income ranking order.

Third: Eligible children not enrolled in Transitional Kindergarten. Prioritize children with the lowest income ranking first. If 2 or more children are within the same ranking prioritize dual language learners, then based on the child who has been on the waiting list for the longest time.

Fourth: Family income is not more than 15% above income threshold. Prioritize exceptional needs children, then 4-year-olds, then 3-year-olds. (limited to 10% of funded enrollment excluding children with disabilities.)

Fifth: Family resides in approved neighborhood school boundary. Prioritize based on income ranking order.

Sixth: Family resides in approved neighborhood school boundary. Prioritize based on income ranking order.

After all applicable families have been prioritized, a non-prioritized family may be enrolled that includes children with disabilities from families with income above 15% of the income threshold who were not enrolled within the set-aside.



Certification of Eligibility:

Enrollment into the preschool program is determined by specific child or family eligibility criteria. In addition, a child's parent must live in California. Families complete a certification process at initial enrollment and remain eligible to receive services for not less than 24 months.

If the eligibility period ends before the end of a program year, services will be extended until the end of the program year, or start of kindergarten, as long as the child is age-eligible.

Family Data File:

A family data file is maintained for each family receiving services. When a child's residence alternates between the homes of separated or divorced parents' eligibility must be determined separately for each household in which the child is residing during the time services are needed.



Proof of Residency

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

- Must live in California
- Families experiencing homelessness shall submit declaration that they reside in California
- Any evidence of a street address or post office address in California, including the 4-digit zip code extension

If enrolled as residing in an approved neighborhood school boundary, Proof of Residency is required:

- Verified residency within approved neighborhood school boundary
- Utility bill
- Property tax bill
- Voter registration
- Government agency letter
- Rental or lease agreement with Landlord's info
- Employment pay stub
- Documentation that a contractor reasonably relies upon to prove a family's residency

Family Language Survey

Identification of your child as a dual language learner in State Preschool means that your child will benefit from additional support from the program in order to develop their home language and English language skills. This identification will serve them only in preschool and is different from any identification process or program supports a child might receive as an English learner in Transitional Kindergarten or Kindergarten.

Children with disability

If your child has a disability, the file must contain the following documentation in order for us to best serve your child:

- Individualized Education Program (IEP)
- Individualized Family Support Program (IFSP)



Health & Emergency Information

Participants must provide child health & current emergency information, along with current immunization records for enrolled children. All children are required to have started their immunizations before enrollment. Immunizations must be kept up to date while attending preschool. The staff and the District Nurse may assist parents in obtaining services for their child's medical and dental needs.

Court Order

If there is a court order that impacts child care services, include in the family data file

Proof of Family Size:

Biological/Adoptive Parent: "Family" shall be considered the parents & 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 & related siblings.

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

At least one document for **ALL** children counted in the family size must be on file & 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

At least one document
for **ALL** children
counted in the family
size must be on file

PARTICIPANT QUALIFICATIONS & CONDITIONS

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

- Self-Certification of income **AND**
- Referral Letter

Child with Disability

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

Family Experiencing Homelessness

- Self-Certification of income **AND**
- Referral Letter **OR**
- Parental Declaration of Homelessness

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

- 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

Guardian or Foster Parent(s):

- Documentation of Monthly Income (For child and their related siblings)

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)

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

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



Participants enrolled in a full-day program as income eligible, must notify our office **within 30 days** if income, at any time exceeds the maximum income threshold

COUNTABLE/NON-COUNTABLE INCOME REFERENCE SHEET

Countable Income is income of individuals counted in the family size that shall be included when calculating the adjusted monthly income for purposes of determining income eligibility and family fees.	Non-Countable Income is income of individuals counted in the family size that shall be excluded when calculating the adjusted monthly income for purposes of determining income eligibility and family fees.
<ol style="list-style-type: none"> 1. Gross wage or salary, commissions, overtime, tips, bonuses, gambling or lottery winnings 2. Wages for migrant, agricultural, or seasonal work 3. CalWORKs cash aid 4. Gross income from self-employment less business expenses with the exception of wage draws 5. Disability or unemployment compensation 6. Worker's compensation 7. Spousal support, child support from the former spouse or absent parent, or financial assistance for housing costs or car payments paid as part of or in addition to spousal or child support 8. Survivor (i.e., SSA) and retirement benefits 9. Dividends, interest on bonds, income from estates or trusts, net rental income or royalties 10. Rent for room within the family's residence 11. Financial assistance received for the care of a child living with an adult who is not the child's biological or adoptive parent 12. Veteran's pension 13. Pension or annuities 14. Inheritance 15. Allowances for housing or automobiles provided as part of compensation 16. Insurance or court settlements for lost wages or punitive damages 17. Net proceeds from the sale of real property, stocks or inherited property 18. Other enterprise for gain 	<ol style="list-style-type: none"> 1. Earnings of child under eighteen (18) years 2. Loans 3. Grants or scholarships to students for educational purposes 4. Federal Supplemental Assistance Program (CalFRESH/SNAP) or Women, Infants and Children (WIC) benefits or other food assistance 5. Earned Income Tax Credit or tax refund 6. Foster care grants, payment or clothing allowances for children placed through child welfare services 7. Relative Caregiver Funding Program 8. California Guaranteed Income Pilot Program 9. GI Bill entitlements, hardship or hazardous duty, hostile fire or immediate danger pay 10. Adoption assistance payments 11. Non-cash assistance or gifts 12. All income of any individual counted in the family size who is collecting federal Supplemental Security Income (SSI) or State Supplemental Program (SSP) benefits 13. Insurance or court settlements including pain and suffering and excluding lost wages and punitive damages 14. Reimbursements for work-required expenses that include uniforms, mileage, or per diem expenses for food and lodging 15. Business expenses for self-employed family members 16. When there is no cash value to the employee, the portion of medical and/or dental insurance documented as paid by the employer and included in gross pay 17. Disaster relief grants or payments, except any portion for rental assistance or unemployment 18. AmeriCorps Volunteers In Service to America (VISTA) and Federal Emergency Management Agency (FEMA) stipends, room and board, and grants

Note: Verified child support payments paid by the parent whose child is receiving child development service may be subtracted from family's countable income

Need for Services:

In addition to meeting the eligibility criteria, for **Full-Day** preschool programs, most Parent's must meet at least 1 need criteria, with the exception of a few scenarios.

Need Exceptions:

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
- Family enrolled in a **Part-day** Preschool program is not required to have a need

Need Criteria:

Based on the following need criteria, **see the applicable Need Form for further guidance** on what documentation is required:

- Family's whose eligibility criteria is CPS or At Risk
- Employment Verification
- Declaration of Self-Employment
- Request & Plan to Seek Employment (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)
- Request & Plan to Seek Permanent Housing (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)
- Statement of Parental Incapacity (Max of 50 hours per week)
- No Established Need: Parent Request form (State Preschool enrollment priority)

FULL-DAY
Classrooms
Only



Determining a Child's Schedule in a FULL-DAY Classroom:

Services are available when:

- Parent meets a need criteria that precludes the provision of care & supervision of their child for any part of the day
- No parent in family available & capable of providing care during time care is requested
- 2 parent family – Care is approved when neither parent is available to care for the child
- Supervision of the child is not otherwise being provided during scheduled time at:
 - School-age public educational program
 - Private school
 - Early learning & care services

Services will be approved based on verified need documentation and/or the program limitations, whichever is less.

- **Consistent Schedule:** Certified schedule will be based on the verified number of days & hours, or total number of hours parent consistently or expects to work each week
- **Variable Schedule:** 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

Travel time only applies to parents who are working or in school. Our agency requires a written request for any travel time beyond 30 minutes before and after. To determine the maximum authorized drive time, divide the work or school hours day by 2. Travel time can not be more than 4 hours/day (2 hours each way). And, not more then the time from the child's care site to work or school and back.

Sleep time is available for parents who work between the hours of 10 PM and 6 AM. The allowed sleep time can be equal to the authorized work and travel time between 10 PM and 6 AM. Please note that sleep time is not automatic and must be requested in writing.



Right to Voluntarily Report Changes:

Once eligibility & need have been established a participant may keep their current service level, no matter if there are changes in their family. The only exception is if a participant's eligibility is based on income eligibility & the family's income exceeds the maximum income threshold for ongoing eligibility.

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 the 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.

Family Fees in a FULL-DAY State Preschool Program:

Some families enrolled in the FULL-DAY program may have a family fee based on their total countable income, family size and certified hours of care. Fees are determined using the family fee schedule approved by the California Department of Finance.

Family fees are assessed according to the child who uses the most monthly hours of care, regardless of the number of children enrolled on the program.

Assessment:

Family fees are only assessed at:

- Initial Certification
- Recertification
- Voluntarily request to have fees re-assessed
 - **Decrease:** Effective first day of month following NOA issue date
 - **Increase:** No increase during certification

Full-time monthly fee when services are approved for 130 hours or more per month

Part-time monthly fee when services are approved for less than 130 hours per month

Fees CANNOT, under any circumstances, be recalculated based on a child's actual attendance.

NOTES:

- When center is not open for an entire month that results in services being available for less than 130 hours, families will be assessed both a monthly full-time & part-time fee.
- For Exceptional Needs children that have an IFSP or IEP on file, the school district will pay the family's fees

Delinquent Fees:

Family fees are considered **delinquent after 7 calendar days** from the due date.

Families with a delinquent fee plan from previous past due fees must continue to make payment according to their Plan for Payment of Delinquent Fees in addition to their current fees.

Credit for Fees Paid to Other Service Provider:

When the program cannot meet all of a family's needs for child care, families may receive a credit for payment made for child care services to another service provider. To receive credit, submit within 30 days of making payment:

- Payment record (receipt or cancelled check) that includes provider's name, child name, total paid, payment date, rate of payment, and dates of services provided

NOTE: Fee credit applied to next billing period

Payment:


Payments are **due by the 1st of the month** prior to services. Submit payment in person via credit/debit card to:

West Valley Learning Center
Preschool Main Office
610 N Hartley Street
Patterson, CA 95363




Importance of Attendance:


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

Attendance Expectations/Policy:

Children are **expected to attend child care based on their certified schedule** determined at certification.

Children are expected to be punctual. Arriving more than ten minutes after the start time of class is considered "tardy".

Arriving more than ten minutes after the end of class is considered a late pick-up and will count as tardy.

Late pick-ups in excess of 30 minutes will be considered abandonment. **Child Protective Services and the police department will be contacted and an "Abandoned Child Report" will be made.**

A family may be disenrolled from the program for abandonment of care.

Regular and consistence attendance is important. It allows the family to maximize the benefits of the child's early learning and care experience.

Unnecessary disruptions in services can stunt or delay social-emotional & cognitive development while safe, stable environments allow young children the opportunity to develop the relationships & trust necessary to comfortably explore & learn from their surroundings.

ATTENDANCE

Sign In & Out Procedures:

Parents or authorized adults must sign their child in and out every day using their full legal signature. Arrival and departure times are also required daily.

Staff will only release children to adults listed on the Emergency Card unless the parent has notified the Site Supervisor or teaching staff in advance and **in writing** that another adult is authorized to pick the child up. If a parent or legal guardian requests that one of the child's parents not be allowed to remove their child from the center, a court order will be required. Otherwise, all parents who can provide proper identification will be allowed to pick their child up from the center.

NO CHILD should be dropped off or picked up by a person under the age of 18.

Absence Policy:

Excused Absence:

- Illness of child or parent/guardian, ailment, communicable disease, injury, hospitalization or quarantine
- Appointment due to illness of child or parent/guardian, which includes doctor, dentist, mental health, counseling or therapy
- Court ordered visitation for time spent with a parent or relative as required by law. (Court order must be on file)
- Family emergency for unplanned situations of a temporary nature including court appearance, death, accident, hospitalization of a family member, no transportation, illness of sibling, sheltering in-place or natural disaster

Abandonment of Care:

The program does not allow families to be enrolled in a program if they are not using services. Your child(ren) will be disenrolled when there has been no communication with the center for 30 consecutive calendar days.

Reporting Absences & Late Arrivals:

When a child is absent from regularly scheduled care at any time during the month the participant or staff member must record on the attendance record the date(s) of absence, description of absence, and sign sheet with full legal signature. Must be done in writing and include child's name, date of request, date(s) of absence and reason for absence

Planned: In the event that a child has a planned absence or late arrival advance notice is required to be given to the West Valley Learning Center school office.

Unplanned: In the event that a child is absent or will be late on a contracted day, parent/family is responsible to contact the preschool office by 8:00am.

Best Interest Days (maximum of 10 days per program year between July 1-June 30; except for children enrolled due to protective services or at risk)

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

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



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
- Non-compliance of agency policies
- Parent changes residency outside of California as reported by the parent
- Failure to complete the recertification process within the designated 50-day recertification period
- Family income exceeds the maximum income threshold (Full-day program)
- At the conclusion of family's certification period, failure to complete the recertification process
- 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
- Threatening, yelling, cussing or acting unethically towards any staff member.
- Physical or verbal abuse of a Patterson Joint Unified School District employee, such as making threats, using obscenities, or inflicting physical harm.
- 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.



Complaints Regarding Program Staff:

Program staff work to ensure that you and your family have a positive experience in the program. If you have concerns that are not complaints of unlawful discrimination or alleged violations of laws/regulations and would like to make a complaint, please follow the escalation process, so that concerns can be addressed and resolved in the correct manner.

Level 1:	Complaint is brought to the attention of the Teacher
Level 2:	If complaint is not resolved by Teacher, it is brought to the attention of the Coordinator of Preschools (209) 892-4550

Uniform Complaint Procedure:

The Board recognizes that the Patterson Unified School District has primary responsibility for complying with applicable state and federal laws and regulations governing educational programs. The Patterson Unified School District shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve complaints in accordance with the Uniform Complaint Procedures.

Food & Nutrition Program Non-Discrimination Statement & Complaint Procedure:

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, 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, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint form (AD-3027) found online at usda.gov/oascr, 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 | 3) Email: program.intake@usda.gov. This institution is an equal opportunity provider.

Program Decision Complaints (Appeal Process):

Parents enrolled in state subsidized programs have the right to a fair and unbiased hearing if they disagree with a proposed action. Upon receipt of an on-time request for an appeal hearing, the intended action will be suspended and child care services will continue until the appeal process has been completed, with the exception of children who have been suspended or expelled. In the event a child is suspended or expelled due to persistent and serious behaviors that impact the safety of children, the child may NOT attend the program during the appeal process. The review process is complete when the appeal process has been exhausted or when the parent abandons the appeal process. The Appeal Hearing process is as follows:

STEP 1: REQUEST FOR APPEAL HEARING

Request for an appeal hearing must be filed within 14 calendar days after the participant receives the Notice of Action (NOA). A request must include the effective date of the NOA, parent name, phone number, full address, explanation why parent disagrees with the agency's action and date the request is signed.

Request for hearing may be submitted by mail, in person, phone or e-mail to:

Patterson Joint Unified School District

Attention: Appeal Hearing Officer
510 Keystone Blvd.
Patterson, CA 95363

STEP 2: SCHEDULE HEARING

Within 10 days of receiving a parent's hearing request, the parent will be notified of the time and place of the hearing. To the extent possible, the hearing date and time will be convenient for the parent(s). The hearing shall not be scheduled more than 14 calendar days from the date the hearing officer contacts the parent to schedule the hearing. In the event that a parent or parent's Authorized Representative cannot keep the scheduled hearing date/time, the parent must notify the Hearing Officer in advance of the hearing date/time. A parent may request to re-schedule the hearing date 1 time.

STEP 3: CONDUCT HEARING

The hearing will be conducted by an administrative staff person who shall be referred to as "the hearing officer." In the event that a parent is unable to attend the hearing at the designated location accommodations will be arranged and agreed upon between the parent and hearing officer. For any hearing not conducted in person, verification of parent identity will be required, along with prior submission of documentation. The hearing will be recorded. During the hearing, the parent or Authorized Representative will have an opportunity to provide support documentation and explain the reasons that they disagree with the proposed action indicated by the referenced NOA should not be carried out.



GRIEVANCE / COMPLAINT PROCEDURES

This will be a formal hearing, and the parent must comply with the directions of the hearing officer during the course of the hearing. Failure to comply with directions will result in the hearing being ended and the contested action being taken. A parent designating an Authorized Representative to be present must inform the agency in writing prior to the hearing. Please do not bring people to the hearing unless they are a designated Authorized Representative. No children are allowed to be present during the hearing. For failure to appear, it will be deemed that parent has abandoned the appeal and care ends immediately. For failure to appear, it will be deemed that parent has abandoned the appeal and care ends immediately.

STEP 4: AGENCY HEARING DECISION

Hearing officer will send notification in writing, of decision within 10 calendar days after hearing.

STEP 5: Request for Appeal Hearing with STATE DEPARTMENT

If parent disagrees with the agency's hearing decision OR if the action taken is due to child suspension or expulsion, the parent has 14 days from date of the written decision/action to file an appeal with the appropriate Department. The appeal(s) must include a written statement specifying the reasons parent disagrees with the agency's action, a copy of the decision letter and a copy of both sides of the NOA.

Request for State Department hearing must be submitted to:

Child Care and Development Programs:

California Department of Social Services (CDSS)
Child Care and Development Division
Attn: Appeals Coordinator

Mail: 744 P Street, MS 9-7-354
Sacramento | CA | 95814

Email: CCDDAppeals@dss.ca.gov

Telephone: 833-559-2417

Fax: 916-654-1048

California State Preschool Programs (CSPP):

California Department of Education (CDE)
Early Education Division
Attn: Appeals Coordinator

Mail: 1430 N Street, Suite 3410
Sacramento | CA | 95814

Email: ELCDAppeals@cde.ca.gov

Telephone: 916-322-1273

Fax: 916-323-6853

NOTE: If the parent has children enrolled in both a State Preschool and Child Care & Development programs, our agency will issue two NOAs: one for the child(ren) enrolled in State Preschool and a separate NOA for the child(ren) enrolled in the other program(s)

Step 6: EED/CCDD Hearing Decision

Within 30 calendar days after the receipt of the appeal, EED and/or CCDD will issue a written decision to the parent and the agency. Once EED and/or CCDD has rendered a decision, the decision is final.