Stanislaus County Office of Education

CHILD & FAMILY SERVICES
STANISLAUS COUNTY OFFICE OF EDUCATION

Family Handbook

Welcome to the Stanislaus County Office of Education Child & Family Services Division

California State Preschool Program



Board Approved 7/15/2026

This handbook was designed to assist families with understanding the requirements to participate in the California State Preschool Program
We look forward to serving you!

We are a public organization funded by federal, state & local governments.

Welcome to our workplace.








Program Design | 4

- Mission
- Locations
- Age Group Served
- Days and Hours of Operation
- Open Door Policy
- Group Sizes
- Refrain from Religious Instruction
- Program Goals
- Confidentiality
- Equal Access/Non-Discrimination

Program Philosophy, Goals and Objectives | 8

- Philosophy
- Continuity of Care
- Parent Survey
- Parent Education and Engagement
- Program Goals and Funding
- Health and Social Services
- Education Program
- Environment
- Sample Schedule
- Transition
- Nutrition Services
- Staff Qualifications and Development
- Continuous Improvement

General Policies | 15

- Suspected Child Abuse
- Standards and Code of Ethical Conduct
- Safe School and Standards of Conduct
- Security Cameras
- Clothing and Items from Home
- Fundraising
- Transportation
- Holiday Celebrations
- Safe Environments
- Discipline and Guidance: The Teaching Pyramid
- Suspension and Expulsion
- Child Supervision
- Child Safety in Cars
- Daily Health Screening and Exclusion
- Medication
- Emergencies
- Field Trips
- Diapers
- Napping and Safe Sleep
- Pesticide Use—Healthy Schools Act



Selection and Enrollment Process | 22

- Child Admission Priorities
- How to Apply
- Enrollment Process

Participant Qualifications and Conditions | 25

- Certification/Recertification
- Family Data File
- Eligibility Criteria
- Right to Voluntarily Report Changes

Attendance | 30

- Importance of Attendance
- Attendance Expectations
- Sign In/Out Procedures
- Absence Policy
- Reporting Absences and/or Late Drop-off
- Abandonment of Childcare

Disenrollment | 32

- Family Request to Disenroll
- Agency Disenrollment Policy
- Fraud

Grievance/Complaint Procedures | 34

- Program Complaints
- Complaints to Community Care Licensing
- Uniform Complaint Procedure
- Food and Program Non-Discrimination Williams Settlement Complaints
- Program Decision Complaints (Appeal Process)



MISSION

Child & Family Services (CFS) creates opportunities, impacts lives and unites communities by educating children, supporting parents, and developing professionals.

VISION

Stanislaus County Office of Education (SCOE) Child & Family Services Division is seen as a leader, partner, and premiere service provider of early childhood education.

LOCATIONS

Stanislaus County Office of Education
Child & Family Services Division
Central Office 8:00 a.m. – 5:00 p.m.
(209) 238-6300
1325 H Street, Modesto, CA 95354

Oakdale Community Preschool
A collaboration between Stanislaus County Office of Education Special Eduation and Child & Family Services Divisions
Serving Children Ages 2– 5 years
Monday-Friday 8:30am -- 12:00pm
(209) 238-8704
1040 Wakefield Dr, Oakdale, CA 953614
Center Supervisor: TBH

SCOE Special Education Contacts

- Principal: Jessica Fontaine
- Assistant Principal:
- MLA/Early Intervention Office:
- 1350 Stonum Road Modesto, CA 95351
- Phone: 209-541-2330
- Fax: 209-541-2330
- MLA School Nurse 209-541-2300
- Storer Bussing 209-521-8331
- Stanislaus County Office of Education 209-238-1700
- Special Education, Administration Office: 209-541-2200

SCOE Special Education Mission:
Through the caring and commitment of public education and effective leadership and instruction, we empower students and parents by supporting independence, providing opportunities through implementation of best practices, and establishing partnerships for life-long learning.

Sylvan Community Preschool
A collaboration between Stanislaus County Office of Education Child & Family Services and Sylvan Union School District (SUSD) Special Education
Serving Children Ages 2– 5 years

- AM Class M-F 8:00am-11:00am
- PM Class M,T,TH,F: 11:05 am-2:35 PM & W 11:05 am-1:25 am

(209) need
1037 Floyd Avenue Modesto, CA 95355
Center Supervisor: Sharlet Adamzadeh

Sylvan USD Special Education Contacts

- Special Education Director: Kari Hendon
- Specialist: Alisa Eldridge
- Sylvan Union School District Office:
  - 605 Sylvan Ave, Modesto, CA 95350
  - Phone: 209-5574-5000
  - E: info@sylvan.k12.ca.us

Sylvan USD Special Education Mission:
Our vision is to foster an inclusive and supportive educational environment where every student is empowered to achieve their highest level of independence through personalized instruction, collaborative partnerships, and innovative practices tailored to their individual needs for success in school and beyond.



- Center Based Group Sizes:
  Adult to child ratios are planned for in advance and followed based on the Title 22 & 5 regulations. Ratio is 1:8 adult-child ratio, 1:24 teacher-child ratio. Maximum group size is 24

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.

Refrain from Religious Instruction:
Our programs refrain from religious instruction & worship.

Collaborative Vision
We hold the shared vision of a nurturing and inclusive environment where every child is valued and given equal opportunities to thrive. Through continuous, individualized, and collaborative professional development, educators build both the knowledge and commitment needed to effectively implement inclusive practices. We celebrate diversity, support each child's unique strengths and needs, and foster a love for learning. Through collaboration among educators, families, and the community, we promote social and emotional development, laying a strong foundation and build competence for lifelong success and inclusion in society.

California Early Education Programs Goals

1. Provide quality educational and child care services to enrolled children and families.
2. Encourage and support parental involvement in their child's program activities.
3. Provide qualified program/center staff and Family Child Care Home providers.
4. Build effective community partnerships.
5. Ensure sub-contracted agencies provide quality programs.
6. Implement an effective annual Program Self-Evaluation process.

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.

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.

Philosophy:
SCOE Child & Family Services 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.

Continuity Of Care:
SCOE Child & Family Services believes that high-quality relationship-based care is central to optimal early brain development, emotional regulation, and learning. Continuity of care practices supports the development of secure attachments, strong positive relationships, and a secure base for exploration and learning (Honig, 2002). Research shows that attachment security significantly contributes to children's long-range social-emotional development and self-confidence (Sroufe, Egeland, Carlson & Collins, 2005.

EC 8009 (c)) and CDSS-CCTR (45 CFR 98.21, WIC 10271 (c))

Parent Survey
A questionnaire is to be completed by the parents to assess our program and the services that the child and family receive. It will ask for information about how the program helps parents support their child's learning and development and meets the family's needs. We use the parent survey results to plan and conduct activities to help parents support their child's learning and development and meet the family's needs.

Each family brings a history of life experience and cultural heritage that is respected and valued within our Centers. Partnerships between families and the program are essential to the growth and development of each individual child. Talk to your child's educators about sharing your talents.

All children are offered quality learning opportunities regardless of their differing abilities.

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

Parent/Guardian Education & Engagement

- Our goal is to provide a welcoming environment for families and invite them to participate as equal partners in the education of their children.
- Opportunities to participate include, but are not limited to:
  - Parent Surveys
  - Two Parent/Teacher conferences and Two Home Visits are held each year. Conferences & Home Visits provide an opportunity for parents to collaborate with educators and develop goals for their child
  - Home Activities to support your child's learning and help us earn in-kind
  - Participating or helping at family festivals/events
  - Reading to children during drop-off/pick-up
  - Assisting with meal preparation
  - Ready Rosie, our interactive Parenting Curriculum
  - Sharing observations of your child with staff via Learning Genie
  - Parent Meetings: learn about child development, parenting strategies, and topics identified in the parent survey. Meetings offer a great time to network and provide input on the nature and operation of the program
  - Stanislaus Policy Council meetings offer opportunities to provide input on policies and contribute to program decisions

Program Self Evaluation

- The Program Self-Evaluation process is an opportunity to strive for continuous improvement through identifying effective practices, pinpointing areas that need improvement, and developing an action plan to carry out the work.
- To ensure an inclusive self-evaluation process, the program will include program staff, board members and parents in the self evaluation.

Parents/Guardians who volunteer in the classroom must complete a Volunteer Application and have a recent tuberculosis clearance, immunization & background clearance on file.

Health & Social Services

Our goal is for families to know where to access community health and social services to meet their unique family needs.

A Family Social Service Need Request & Referral form is completed at the time of enrollment and annually thereafter. This form helps to identify the needs of both the child & family, so that the child may be successful in care and school.

Dental Appointment

Children ages 2-5 are encouraged to see a dentist for a dental exam every 6 months. Please ask us if you need help finding a dentist.

Health Records

A Health Record will be initiated and maintained for each child. With written consent from the parent, these records may be transferred to a public or private school.

Immunizations

All children must comply with State of California entrance requirements. Parents must submit immunization records to verify immunization data.

Children with Exceptional Needs

Children with exceptional needs are welcomed. Staff will integrate children's Individualized Educational Plan (IEP) goals in activity planning.

Staff will attend IEP meetings and coordinate services with special education. SCOE participates in the Inclusion Early Education Expansion Program which assists us to fully include all children regardless of their physical and developmental needs.

To ensure our program may continually support your enrolled child(ren) and family with appropriate, adequate, and ongoing developmental services, please understand it is the family's mandatory obligation and required responsibility to provide up-to-date copies and/or any changes to the status of enrolled child(ren)'s Individualized Education Plan (IEP) in a timely manner.

Physical Assessments

Each child is required to have a physical examination within 30 calendar days of enrollment. This may be provided by the child's family physician or by a CHDP (Child Health Disability & Prevention Program) provider. The assessment covers the following: vision, hearing, height and weight, head circumference, hemoglobin test, lead level, review of body systems, health & developmental history, and tuberculin assessment/screening following the CHDP Periodicity Schedule. Tuberculin testing is required when child reaches age four.

Education Program

- 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.
- Families and educators collaborate to complete developmental and social emotional screening for all children using Ages & Stages tools within 45 day of enrollment. Results are shared with families and used to determine the need for an educational referral.
- Families and educators collaborate to complete the Desired Results Developmental Profile within 90 days of enrollment and again within six (6) months. Results are used to develop school readiness goals in collaboration with families and plan developmentally appropriate activities.

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 competence 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



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 how the classroom arrangements, displays and materials support high-quality interactions between educators and children.
- Based on the assessment outcomes, action steps are taken for continuous quality improvement.
- In addition, our environments are set-up using our adopted curriculum. Creative Curriculum is a comprehensive, research-based curriculum that features exploration and discovery as a way of learning, enabling children to develop confidence, creativity, and lifelong critical thinking skills.

SAMPLE 3 HOUR SCHEDULE

❑ 8:00-8:30 arrival, choice, breakfast
❑ 8:30-9:30 circle & activity time
❑ 9:30-10:00 outdoor play time
❑10:00-11:00 circle & activity time, departure

The schedule for children is flexible to ensure children's individualized goals are met. Rest period not provided in part day program.

SAMPLE 3.5 HOUR SCHEDULE

❑ 8:30-8:45 arrival, choice, breakfast
❑ 8:45-9:00 circle time
❑ 9:00-10:00 activity time
❑ 10:00-11:00 outdoor play time
❑ 11:00-11:30 activity time
❑ 11:30-12:00 lunch, departure

The schedule for children is flexible to ensure children's individualized goals are met. Rest period not provided in part day program.

Transition

We will assist you and your child in facilitating smooth transitions into the program and into kindergarten or transitional kindergarten.

- Preparation for your child and family to enter our program
- Information about registering your child for kindergarten or transitional kindergarten.
- Suggested activities for your child to support a smooth transition
- Information about how you can continue being actively involved in your child's education in elementary school





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 USDA Child Care Food Program and National School Lunch Program nutritional requirements.

Mealtime is 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 provided at no cost to families. Balanced nutritious meals include breakfast & lunch and are offered based on children's schedules. Monthly menus are posted on the bulletin board. Candy, gum and soda are not allowed in the classroom!

Information on Women, Infants & Children Program (WIC)

WIC, the Women, Infants, and Children program, is a nutrition program that helps pregnant women, mothers with infants, infants and young children eat well, be active, and stay healthy. You can participate if you: are pregnant, are breastfeeding a baby under 1 year of age, have children under 5 years of age and have a family income within WIC Guidelines.

Visit www.wicworks.ca.gov
or call 1-888-942-9675



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 his or her assigned duties.

Preschool classrooms will be staffed by one Preschool Teacher and one Preschool Associate Teacher.

In addition classrooms receive support from Preformal/Early Intervention Teachers and Paraprofessionals who ensure that each child receives the accommodations they need to fully participate in the preschool program alongside their peers.

- Based on children's diverse needs, Speech Pathologists, Board Certified Behavior Analysts, and Occupational Therapy may all push into the Preschool Classroom

Our program makes professional development of individuals working with children and families a priority. All teachers hold the appropriate child development permit and attend ongoing trainings related to child development.

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, Environmental Rating Scale tools, and California's Quality and Improvement System.
- Based on the results, goals and action steps are developed and implemented.

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 Educator or Family Advocate. There are resources available to help you, at no charge

Standards of Conduct—All Adults

All parents, guardians, and all other adults present at the center will follow basic Standards of Conduct. These standards must be followed during all interactions.

The Standards of Conduct are as follows:

1. Remember that the decisions made and actions taken benefit the children that are served;
2. Be courteous;
3. Maintain order;
4. Show respect of others;
5. Take responsibility for your own actions;
6. Be punctual; and
7. Communicate effectively.



Code of Ethical Conduct:

As a staff or parent/guardian of a child enrolled with SCOE CFS I certify that while present at the program I will demonstrate that:

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

SCOE CFS parent/guardian violating the Standards and/or Code of Ethical Conduct may be prohibited from being present at the site.

Security Cameras

We are committed to providing a safe and secure environment for all children, families and staff. To further enhance the security of our facilities, we have installed security cameras in key areas of our centers. The purpose of the cameras is to promote the safety and well-being of all individuals on site, deter unauthorized access or unsafe behaviors and support our response procedures if an incident occurs. There is signage designing the presence of cameras. No cameras are in bathrooms or private areas. Access to recorded footage is limited to authorized personnel for approved purposes.

Clothing & Items from Home:

Your child will be very active during classroom activities and should dress in comfortable and washable clothes. Shoes must be worn at all times. Tennis shoes are great. Please send a change of clothes for your child in case of a spill or accident. 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

Transportation is not provided by the program to and from school. If you have transportation needs, contact the Center Supervisor so he/she can provide you with a referral and information about local transportation resources.

Holiday Celebrations

Our curriculum is based, in part, on children's ideas and interests. Rather than focusing exclusively on holidays, we explore multicultural observances. All program activities are geared to children's ages and developmental levels and respect individual family practices.



Safe Environments:

Health and Safety Screener is completed prior to the start of the year and mid-year. A Daily Indoor/Outdoor safety check is completed to ensure there are no current hazards. Background checks are completed for all adults in the center prior to working with children. We ensure that a healthy, safe, nurturing environment. Center has emergency plans in place and conducts regular Emergency Drills and inspections.

Discipline & Guidance, The Teaching Pyramid:

Our program promotes the social emotional development and school readiness of children through the implementation of the Teaching Pyramid Model. The purpose of the Teaching Pyramid is to promote healthy social and emotional development and to teach the skills that will help children be ready to succeed in school. We have adopted the following expectations to guide the actions of adults and children: Be safe, Be kind, Be helpful.
Based on these expectations, each classroom develops Classroom Agreements collaboratively with children. Agreements and limits are set to keep the children safe and help them get along with other children and adults. Positive methods of guidance and re-direction are used with a big focus on social-emotional development to help children gain social skills that allow them to relate and communicate with others in a healthy way. Staff use Positive Descriptive Acknowledgement to encourage children's positive behaviors.

- Classrooms implement the use of visual schedules to assist young children to know what to expect. Children make meaningful contributions to the classroom by taking jobs such as line leader, fish feeder, safety keeper and lunch helper.
- Classrooms implement use of solution cards to assist children in making choices to solve conflicts with others
- There will be no use of corporal punishment or violation of personal rights. We do not spank, punish or threaten our students.

Family Engagement in The Teaching Pyramid
Families are engaged to support children's social emotional development. Staff provide families with useful tools such as visual schedules to support the Teaching Pyramid at home. We ask that you take part in the "Teaching Pyramid for Families" meetings to learn what is being taught in your child's class.

Suspension & Expulsion

Prior to taking any action involving suspension, expulsion, or disenrollment due to behavioral issues, SCOE will adhere to the following procedures:

- We will not expel or suspend a child due to a child's behavior.
- We will not encourage or persuade a child's parents/legal guardians to prematurely pick up a child due to a child's behavior before the program day ends.
- We will not persuade or encourage a child's parents or legal guardians to voluntarily disenroll from the program due to a child's behavior.
- We must provide a "Notice of Action" no less than 24-hours in advance of any suspension or expulsion taking place.
- We will share with families the process to support children displaying persistent and serious challenging behaviors ensuring their continued safe participation in the program.
- A collaborative consultation between the child's legal guardian and teacher will be held to develop a plan that ensures the child's safe participation in the program. This plan may include temporary schedule adjustments and a referral to the department's Early Childhood Mental Health team for further evaluation and support
- We will provide resources to teachers to assist them in addressing challenging behaviors effectively.
- If a child has an active Individualized Family Service Plan (IFSP) or Individualized Education Program(IEP),we must consult with the child's IFSP or IEP team.
- If SCOE deems is necessary to suspend or expel a child, the parent or guardian has the right to file an appeal of the action directly with the following departments no later than 14 calendar days after the receipt of notice.
- 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 state department contact information see section Program Decision Complaints Appeal Process)

Child Supervision:

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

Staff will:

- Actively ensure that our environments are safe and no child will be left alone or unsupervised at any time.
- Develop a Child Active Supervision Plan which describes how staff actively ensures that our environments are safe and that children are actively supervised. Elements include:
  - Arrival//Departure
  - Restroom Planning/Diapering
  - Indoor/Outdoor Transition
  - Meal & Nap Times
  - Zoning & Child Counts
  - Plans for children needing extra support
  - Participate in training and monitoring support compliance.

Parents will:

- Ensure gate and door is closed and secured.
- Follow no Cell Phone policy when dropping off/picking-up your child. This can be distracting. Give your child your undivided attention.
- Ensure your child is signed in and out every day with your full 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.

Children will:

- Follow safety rules
- Always stay with an adult
- Help keep self and others safe

Child Safety in Car

- California Law requires that children be secured in an appropriate child passenger restraint (safety seat or booster seat), until they are at least 8 years old OR at least 4'9" or taller.
- Newborns and infants to 2 years of age must be secured in a rear facing seat until they weigh at least 40 pounds or are at least 40 inches tall.
- Kaitlyn's Law—It's against California law to leave a child under the age of seven alone in the car without the supervision of a person at least 12 years old if the keys are in the ignition or the car is running or there is a significant risk to the child. For each child under 16 who is not properly secured, parents (if in the car) or drivers can be fined more than $500 and get a point on their driving records.

Biting

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



Daily Health Screening

- 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.
- Staff will check children's temperatures and interview the family regarding any symptoms the child is experiencing.
- Staff will implement current Public Health Guidelines in regard to isolation and quarantine.
- Children who become ill during the day will be isolated from other children and made comfortable. Children must be picked up within 30 minutes of contact.

Medication:

- In the event that your child needs to takes medication, a staff member may only give it to your child if your doctor provides written instructions.
- If your child is taking prescribed medications that must be given during class, you and your doctor must complete and submit an authorization form first.
- Prescription medications must be in the original container with your child's name on the pharmacy label.
- Over-counter medications and non-prescription topical medications (ex: diaper cream) must be in original packaging and may be administered with parent/guardian consent. Always give medications directly to the teacher and do not leave it in your child's bag.

Children will be excluded from the center if they have the following symptoms:

- Gastro-Intestinal: two or more episodes of vomiting, diarrhea, or any sign of bloody stools within the last 24 hours that are not explained by a dietary change, medication, or noncontagious medical, or mental health related condition that has been previously identified and verified by child's healthcare provider.
- Throat, neck, and mouth: Red, inflamed tonsils with white spots or severe sore throat or swollen glands with fever of 100.4F or above.
- Eyes: Red or swollen eyelids with discharge, eye pain, and/ fever (no exclusion needed without fever, eye pain or behavior change).
- Skin: Rashes, spots, eruptions, with fever or behavior changes. Exclude if exposed sore or rash is leaking fluid and cannot be covered with waterproof dressing.
- Hair: Lice and nits.
- Nose and Ears: Excessive Discharge with additional symptoms such as fever, extreme coughing with difficulty breathing, or "extreme" tiredness/lethargy (note: a "runny" nose or mild cold or cough with no other symptoms is not a reason to exclude).
- Temperature: Fever over 100.4F within the last 24 hours before any fever reducing medication is given (e.g. child's Tylenol, Ibuprofen).





Emergencies:

- Each center's emergency plan is posted in the classroom and emergency drills are conducted monthly. In the event of a major disaster or unusual emergency, the Learning Genie App will be used to notify you of the most up to date information regarding emergency situations.

- In the event of a medical or dental emergency, staff will call the child's emergency contacts and advise of need to seek medical attention. If the emergency requires immediate medical attention, staff will call 911.

- In the event the child is transported by ambulance, a staff member will accompany the child until parent/guardian arrives.

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 with you to set bathroom goals, expectations and routines. In partnership with you we 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.



Pest Control--Centers

The Healthy Schools Act requires all California school districts to notify parents and guardians of pesticides they expect to apply during the year. We anticipate having our facilities treated quarterly and as needed. Pesticides will not be applied when staff and children are present. We expect to use the following pesticides in your school this year:

Name of Pesticide Product	Active Ingredients
Round-up Pro (EPA 524-475)	Glyphosate
Round-up ProMax (EPA 524-579)	Glyphosate
Tengard (EPA 70506-6)	Permethrin
Termidor (EPA 7969-210)	Fipronil
Evergreen (EPA 1021-2560)	Pyrethrum
Essentria IC3 (EPA Exempt)	Rosemary oil, Geraniol, Peppermint oil
Maxxthor (EPA 81824-5)	Bifenthrin
Onslaught (EPA 1021-1815)	Cyano methyl
Phantom (EPA 241-392)	Chlorfenapyr
PT Wasp Freeze (EPA 499-362)	d-trans Allethrin/Phenothrin
Suspend (EPA 432-763)	Deltamethrin
Terro Ant Bait (149-8-64405)	Borax

You can find more information regarding these pesticides and additional pesticides that may be used, as well as pesticide use reduction at the Department of Pesticide Regulation's Website: www.cdpr.ca.gov

You may view a copy of SCOE's integrated pest management plan on our website: https://www.stancoe.org/divisions/business-services/operations-and-support

By law, SCOE must post notices at the site 24 hours prior to the application of pesticides and leave the notices up for 72 hours following their application. Parents have the right to be placed on a registry to be informed of planned pesticide use 72 hours prior to their application. Please ask the sites' staff for a Request for Pesticide Application Notification form if you would like to be placed on the registry to receive the notice 72 hours ahead of the pesticide application. If you elect not to be placed on the registry, you will be informed by the site postings 24 hours prior to pesticide application.

Child Admission Priorities

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

NOTE: 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 Admission priorities:

First: Child is recipient of Child Protective Services or At-Risk of being neglected, abused or exploited.
Second: Once the set-aside is filled, children 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 (limited to 10% of funded enrollment excluding children with disabilities). Prioritize as follows:

- 1)Child with disabilities in income ranking order
- 2)Children in income ranking order
- ***NOTE****: If 2 or more children are within the same ranking, admit the child who has been on the waiting list for the longest time*

Fifth: Family resides in approved Neighborhood School Boundary. Prioritize based on income ranking order.
S**ixth:** Children enrolling in CSPP to provide extended learning & care to Transitional Kindergarten or Kindergarten pupils (must meet an eligibility criteria)

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.

Waiting List:

The program has limited openings for eligible families. The first step to access center-based program services is to be placed on our waiting list. Children with disabilities are encouraged to apply.

Three Ways to Apply



Online: https://www.findchildcarestanislaus.org
Call: (209) 238 – 6400
In-person: At any site

These Steps may be completed Online or In-Person

Families screened & selected for potential enrollment from the waiting list will be asked to complete the orientation process, and submit documentation to verify eligibility for services. The steps are as follows:

Step 1: Enrollment Packet

Pick Up or Print Enrollment Packet & Watch How to Apply Video

Step 2: Complete Documentation & Orientation

Complete forms, gather documents listed on the checklist & complete online orientation (instructions are in the packet)
Schedule an appointment with a Family Enrollment Specialist by calling (209) 238-6300 once your documentation is complete.

Note: If you do not contact us within 2 weeks of being screened from the waiting list, you will not be eligible to apply for this enrollment period.

Step 3: Verify Eligibility

Attend in-person appointment at 1325 H Street or sit.

Please note that you will be turned away if your packet/information is not complete at the time of your appointment.

The program has limited openings for eligible families. Families must qualify for the California State Preschool Program. The California State Preschool serves children who will be 3 or 4 years of age by December 2nd.



Enrollment Process

Once your child is selected for enrollment, and your State application is approved. Center staff will work with you to complete the following enrollment forms:

- Emergency Card
- Admission Agreement
- Health History
- Consent Form
- Parent's Rights
- Personal Rights
- My Teacher Wants to Know
- Physician's Report/Physical (within 30 days of enrollment)
- Family Language Survey
- Preschool Toileting Plan (Preschool, if not yet potty trained)

Additional forms may be required based on your child's medical & nutritional needs.

All children must comply with State of California entrance requirements.

Family Language Survey

Identification of your child as a dual language learner in CSPP 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.



Certification/Recertification of Eligibility:

Enrollment into a program is determined by specific family eligibility and need criteria. In addition, a child's parent must live in California. Family's complete a certification process at initial enrollment and must recertify their eligibility every 24 months thereafter, with the exception of:

- Families who are certified as income eligible & during their certification period, their income exceeds the maximum income threshold, which is 85% of the state median income for general child care programs and 100% of the state median income for CA State Preschool Programs
- Families who do not follow agency policy (Attendance policy, delinquent fees, etc.)
- 24-month eligibility starts on the date a family is certified/ approved to receive services.
- Families will be notified 30 days in advance of what is required to recertify and will be required to bring in documentation after the 24-month eligibility period has expired.

Program staff will make every effort to make the certification/recertification process convenient for families. A family will be disenrolled if the recertification process is not completed within the designated 50-day recertification period.

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 for services shall be without regard to the immigration status of the child or the child's parent.

- Must live in California
- Homeless may submit declaration of intent to live in California
- Any evidence of a street address or post office address in California, including the 4-digit zip code extension

If enrolled as resident in a neighboring school's boundary within CSPP additional Proof of Residency is required:

- Family resides in 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



Child with Exceptional Needs
If your child has exceptional needs, the parent/guardian must provide the following documentation in order for us to best serve your child:

- Provide an up-to-date IEP.
- Communicate any IEP status changes with us and provide updated documentation.

Health & Emergency Information
Participants must provide child health & current emergency information, along withcurrent immunization records for enrolled children.

Court Order
If there is a court order that impacts child care services, parent/guardian must provide a copy of the court order/documents.

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
- 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



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

- Self-Certification of 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: (Income eligible & 15% above SMI)

- 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
- **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
  - Documentation of Income (ALL sources for ALL parents in family)
- **Self-Employed Parent(s):**
  - Combination of documentation to establish income, including Business Revenue AND Expenses

Participant must notify our agency within 30 days if their gross monthly income at anytime during their certification period exceeds the allowed maximum income threshold for ongoing eligibility

Reminder: You must submit full, current and consecutive income for each adult/child counted in the family size. If any individual's income fluctuates due to commission, bonuses or seasonal work, you must submit the past twelve months gross income.

Countable Income Sources

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.

1. Gross wages, salary, advances, 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 and/or child support from the former spouse or absent parent, or (documented) financial assistance for housing costs, car payments paid as part of or in addition to spousal or child support
8. Survivor (i.e. SSA) and retirement benefits
9. Rent for room within the family's residence
10. Dividends, interest on bonds, income from estates or trusts, net rental income or royalties
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 and/or punitive damages
17. Net proceeds from the sale of real property, stocks or inherited property
18. Other enterprise for gain

Non-Countable Income Sources

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.

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
18. AmeriCorps Volunteers In Service to America (VISTA) and Federal Emergency Management Agency (FEMA) stipends, room and board, and grants

Right to Voluntarily Report Changes:

Once eligibility and 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 income exceeds the maximum income threshold for ongoing eligibility (See Eligibility section for maximum)

If a participant needs to change their service level during their certification, a Request to Change Services Form and documentation to support the request must be submitted to your Family Eligibility Specialist (FES). A Notice of Action will be issued within 10 business days indicating the outcome of your request. No other change will be made to your service agreement, other than your requested change(s). Please also notify your FES if your address or telephone number changes so we are able to contact you.

On the Request to Change Services Form, you will be voluntarily reporting changes in one or more areas such as:

- Reduce family fees
- Discontinue services
- Change program
- Change service schedule
- Extend Elgibility
- Transfer to another center
- Add childcare for a sibling

You will be required to include the effective date of change, the child's name, the Center Based Days and Hours Requested, and the name of the Center. Supporting documentation may be required such as income and employment verification. To access the Request to Change Services Form, XXX

The Importance of Attendance: Attend today, achieve tomorrow

Your child's regular attendance matters...

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

Infant/Toddler	Time to develop stable nurturing relationships. A healthy attachment base is the cornerstone for lifelong learning
Preschooler	Time for building the social, emotional, cognitive & language skills neessary 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 other soft skills

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

Attendance Expectations/Policy:

- 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.

Families are expected to:

- Know their currently approved/certified days & hours of care
- Notify Family Eligibility Specialist in advance if family needs to request a change in their service level during their certification period
- Use care that is broadly consistent with certified days & hours of care
- Broadly consistent attendance is defined as care that reflects a pattern that is consistent with the participants certified level of services for example a child attends FT care if certified FT, or PT care if certified PT.
- Inconsistent and/or sporadic attendance that contributes to a child attending less or more than their certified time will be considered broadly inconsistent.

Staff are expected to:

- Know their families approved/certified days & hours of care
- Review attendance sheets monthly and identify children with excessive absences and/or using more or less than certified care
- Child is certified for part-time care and is using full-time care
- Child is certified for full-time care and is using part-time
- Educate families on the importance of their child's attendance.
- When a child has been identified as not using their broadly certified childcare: Family Eligibility Specialist will educate participants: of their right to request a change in their service level during their certification period, to use care that is broadly consistent with certified days & hours of care, that failing to adhere to their broadly consistent certified days & hours of certified care will result in their disenrollment from the program.

KEY: FT= FULL TIME PT= PART TIME

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. Only authorized adults may drop children off.
- 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 authorized adults who can provide proper identification will be allowed to drop off/pick their child up from the center.
- Staff will verify the identity of authorized adults they are unfamiliar with. Staff will ask the adults to sign the emergency card their first time picking up.
- Staff will not release children to anyone who appears to be under the influence of alcohol or drugs.

Reporting Absences, Late Arrivals/Pick Up:

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.

- **Planned:** In the event that a child has a planned absence or late arrival advance notice by parent/guardian/family is required to be given to the Educator.
- **Unplanned:** In the event that a child is absent or will be late on a contracted day, parent/guardian/family is responsible to contact the center by 8:15 am.
- **Late Pick Up:** Children must be picked up no later than their scheduled release time. Law enforcement will be called for any child not picked up within 30 minutes of class end time.

Absence Policy/Excused Absences

- Illness of child or parent/guardian, ailment, communicable disease, injury, hospitalization or quarantine
- Appointment of child or parent/guardian, which includes doctor, dentist, mental health, social service, welfare, education, special education services, counseling, legal or therapy
- Court ordered visitation for time spent with a parent or relative as required by law. (Court order must be on file)
- Best Interest Days: Extended Day (maximum of 10 days per program year between July 1-June 30): Full Year (maximum of 20 days per program year between July 1-June 30):used when parent determines that another activity is better for the child to attend, such as: Visiting relative, vacation or religious observance

Family emergency is defined as an unplanned situation of a temporary nature that may prevent a child from attending the program. Acceptable circumstances include, but are not limited to:

- Court appearance
- Death, accident or hospitalization of a family member
- Illness or quarantine of sibling
- No transportation
- Utility emergencies impacting the household (e.g., loss of power, water, or gas)
- Severe weather conditions or disasters directly affecting the household, including fire, flood, or shelter-in-place orders
- Extreme family crises, including but not limited to: Loss of housing, domestic violence, being a victim or witness to a crime, or community concerns that make it unsafe for the child to participate in the program

Abandonment of Childcare:

- When children are absent and the parent has not notified the program with an absence reason for 7 days, staff will attempt to contact the family in writing, which includes electronic methods such as email and a home visit will be conducted prior to the 7 days.
- Staff will issue a notice of action to disenroll the family based on abandonment of care when the family does not respond to the written request and there is no communication between the family and the program for a total of 30 consecutive calendar days.
- A family may be disenrolled from the program if the child has abandoned care and/or is not using childcare services

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 complete the recertification process within the designated 50-day recertification period
- Family income exceeds the maximum income threshold (full-day programs)
- Misrepresentation of income and/or eligibility
- Non-compliance of agency policies
- Abandoned child care for 30 consecutive calendar days without notice.
- Failure to adhere to Child Attendance Success Plan
- Failure to follow late pick-up plan of action
- Delinquency in the payment of family fees
- Failure to complete or falsification of sign-in/out sheets accurately on a daily basis
- Threatening, yelling, cussing or acting unethically towards any staff member or other parents/children
- 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 admission priority



Fraud

SCOE is responsible to manage public funds for families who meet the need and eligibility requirements of the State of California. To make sure only those families who are eligible to receive services are enrolled, SCOE works very closely with other agencies that provide subsidized assistance to families, regulatory agencies such as Community Care Licensing, law enforcement and local, state and federal government investigators who investigate and prosecute suspected child care fraud.

SCOE actively cooperates with these agencies in their investigations of 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.

Fraud exists when an individual:

- Knowingly, and with intent, makes a false statement or representation to obtain benefits, obtain a continuance or an increase in benefits, or to avoid a reduction of benefits
- Knowingly, and with intent, fails to disclose a fact which, if disclosed, could result in denial, reduction, or discontinuance of benefits
- Knowingly accepts benefits that the individual is not entitled to or are greater than what the individual is entitled

Child care fraud includes but is not limited to:

- A participant knowingly has received, or is continuing to receive, child care services that the participant is not eligible to receive
- A parent knowingly has falsified documents used to determine eligibility
- A provider knowingly has falsified documentation for reimbursement

Any fraudulent, false or misleading information provided to SCOE staff regarding attendance, employment, self-employment, seeking employment, seeking permanent housing, homelessness, enrollment in an education or vocational training program, parental incapacity, income, family size, or any other information related to participant eligibility and/or need, will be grounds for termination.

When SCOE suspects fraud, the case is referred to local, state and federal government investigators. This may result in charges being filed, repayment of ineligible child care services received and/or subject the participant to prosecution under State and/or Federal criminal statutes. Any participant who is actively under investigation for fraud will be prohibited from participating in any of SCOE child care reimbursement programs.

Any participant who has committed fraud will be prohibited from participating in any of SCOE's child care reimbursement programs until:

- Two (2) years after a determination has been made by SCOE and/or local, state and federal government investigators that fraud or misrepresentation occurred and
- The cost of all ineligible services used and any past due family fees have been repaid to SCOE.

Program Complaints

Our staff work to ensure that you and your family have a positive experience in the program. If you have concerns with any aspect of the program and would like to make a complaint, please follow the escalation process, where appropriate, so that those concerns can be addressed and resolved in the correct manner.

- Level 1: Complaint is brought to the attention of the teacher, health staff, family eligibility staff or provider at the center.
- Level 2: If the complaint is not resolved by the teacher, health staff, family eligibility staff or provider, it is brought to the attention of the Center Supervisor.
- Level 3: If the complaint is not resolved by the Center Supervisor, it is brought to the attention of the Director of Grantee Operated Programs.
- Level 4: If the complaint is not resolved by the Director of Grantee Operated Programs it is brought to the attention of the Head Start Director.
- Level 5: If the complaint is not resolved by the Head Start Director, it is brought to the attention of the Executive Director.
- Level 6: If the complaint is not resolved by the Executive Director, it is brought to the attention of the County Superintendent's designee, the Division Administrator of Human Resources.

Note that you always have the option to skip levels if you feel it to be appropriate; however, the Head Start/Early Head Start/Preschool program encourages you to follow the process described so that staff have the opportunity to work with you to resolve any concerns you may have. When a complaint is brought to Level 5, you must follow SCOE's Uniform Complaint Procedure which begins by completing a Complaint Form through SCOE's Human Resources Department.

Complaints to Community Care Licensing

Licensing Office Name: Department of Social Services-Community Care Licensing
Licensing Office Address: 1310 East Shaw Avenue, MS 29-01, Fresno, CA 93710
Licensing Office Telephone #: (559) 243-4588

Uniform Complaints

Complaints of unlawful discrimination and alleged violations of federal or state laws, or regulations governing educational programs may be addressed by filing a complaint using the Uniform Complaint Procedures. See Attachment A for information regarding SCOE's Uniform Complaint Process.

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, 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 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.

Williams Settlement Complaints

Complaints regarding alleged deficiencies related to instructional materials, the condition of a facility that is not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. Williams Settlement complaint forms are available

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. 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. The request for hearing may be submitted by mail, in person, phone or e-mail to:
ASSIGNED FAMILY ELIGIBILITY SPECIALIST

Child & Family Services, SCOE
Attention: Hearing Officer
1325 H. Street
Modesto, CA 95354
Telephone (209) 238-6300

Step 2: Schedule Hearing

Within 10 calendar 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 and feel the action should not be carried out.
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.

Step 4: Hearing Decision

The hearing officer will send a notification in writing of the decision within 10 calendar days after the hearing.If the parent disagrees with the written decision, they have 14 calendar days from the date of the written decision to file an appeal with
•For CSPP: the California Department of Education (CDE), Early Learning & Care Division (ELCD) located at 1430 N Street, Suite 3410, Sacramento, CA 95814 or by Fax: 916-323-6853 or by email: ELCDappeals@cde.ca.gov
•For CCTR: The California Department of Social Services (CDSS), Child Care and Development Division Attn: Appeals Coordinator via postal mail 744 P /Street, MS 9-8-351 Sacramento, CA 95916-654-1048 or Fax:916-654-1048 or by email: CCDDAppeals@dss.ca.gov
The appeal to CDE/CDSS must include a written statement specifying the reasons parent believes the agency decision was incorrect, a copy of the decision letter and a copy of both sides of the NOA. Within 30 calendar days after the receipt of the appeal, CDE/CDSS will issue a written decision to parent and the agency. Once CDE/CDSS has rendered a decision, the decision is final.

Attachment A Uniform Complaint Procedure

Uniform Complaint Procedures (UCP) Stanislaus County Office of Education

The Stanislaus County Office of Education annually notifies our students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials, and other interested parties of our Uniform Complaint Procedures (UCP) process. The UCP Annual Notice is available on our website. We are primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP. Programs and Activities Subject to the UCP:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under California Education Code (EC) sections 200 and 220 and Government Code Section 11135, including any actual or perceived characteristic as set forth in Penal Code Section 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in EC Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, pupils formerly in Juvenile Court now enrolled in a school district, pupils who are migratory, and pupils participating in a newcomer program.
- Every Student Succeeds Act (ESSA)
- Instructional Materials and Curriculum Diversity
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School site Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing
- And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate.

Attachment A Uniform Complaint Procedure

Filing a UCP Complaint

A UCP complaint shall be filed no later than one year from the date the alleged violation occurred. For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by our agency. A pupil enrolled in any of our public schools shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint may be filed with the principal of a school or our superintendent or their designee. A pupil fee or LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

Contact Information

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

Mike Berhorst
Assistant Superintendent – Human Resources
SCOE – Administration
1100 H Street – Modesto, CA. 95354
209-238-1600
mberhorst@stancoe.org

The above contact is knowledgeable about the laws and programs that they are assigned to investigate for Stanislaus County Office of Education.

Responsibilities of the Stanislaus County Office of Education

We shall post a standardized notice, in addition to this notice, with educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, pupils formerly in Juvenile Court now enrolled in a school district, pupils who are migratory, and pupils participating in a newcomer program. We advise complainants of the opportunity to appeal an Investigation Report of complaints regarding programs within the scope of the UCP to the California Department of Education (CDE).

We advise complainants of civil law remedies, including injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable. Copies of our UCP procedures shall be available free of charge.
For UCP Complaints Regarding State Preschool Health and Safety Issues Pursuant to Section 1596.7925 of the California Health and Safety Code (HSC)

In order to identify appropriate subjects of state preschool health and safety issues pursuant to Section 1596.7925 of the California Health and Safety Code (HSC) a notice shall be posted in each California state preschool program classroom in each school in our agency.
The notice is in addition to this UCP annual notice and addresses parents, guardians, pupils, and teachers of (1) the health and safety requirements under California Code of Regulations, Title 5 (5 CCR) that apply to California state preschool programs pursuant to HSC Section 1596.7925, and (2) the location at which to obtain a form to file a complaint.

Program Descriptions

Organizations throughout Stanislaus County operate State and/or Federally funded programs that provide care for infants, toddler and preschool age children.

The programs that operate in this county include: (acronyms mentioned throughout handbook)

- **General Child Care (GCC)** Provides services to enhance the development of children including an educational component that is developmentally, culturally, and linguistically appropriate. Services provided in center-based setting for infants/toddlers and family child care home setting for children 6 weeks to school-age.
- **Early Head Start (EHS)** Promote healthy prenatal outcomes for pregnant women, enhance the development of infants/toddlers, and promote healthy family functioning. Services provided in center-based, home-based and family child care homes.
- **Head Start Preschool (HSP) or Regional Head Start (RHS)** Provide a range of individualized services for preschool children in the areas of education and early childhood development, medical, dental, mental health, nutrition, and parent involvement. Services provided in center-based part-day and full-day programs
- **Migrant Head Start (MHS)** Children ages six weeks to school-age whose parents work in agricultural are served in a child care center or a family child care home. Hours and days of operation are based on the ebb and flow of the local agricultural industry. The program is more holistic in nature and ensures that children's health, nutritional, dental, social-emotional needs are addressed.
- **Alternative Payment (CAPP)** Provides services and child care reimbursement for children birth to 13 years of age who need care. Children incapable of caring for themselves may be served to age 21. Families have the right to choose child care that is most appropriate to their needs, as long as the child care provider works within the regulations of the programs.
- **State Preschool (CCTR/CSPP)** Provide a range of individualized services for preschool children in the areas of education and early childhood development and encourages parent involvement. Services provided in center-based part-day and full-day programs.
- **Migrant Child Care (CMIG)** Children ages six weeks to school-age whose parents work in agricultural are served in a child care center. Hours and days of operation are based on the ebb and flow of the local agricultural industry.

CONTACTS AND RESOURCES



Child & Family Services

- Program Forms
- Pay Family Fees
- Handbooks
- Orientation Videos

1325 H Street Modesto, CA 95354
Call (209) 238-6300
findchildcarestanislaus.org

Child Care Resource & Referral Program

Links parents to licensed child care providers
Call (209) 238-6400

The United Way

Call 2-1-1 or go online at 211.org
2-1-1 provides referrals to hundreds of resources