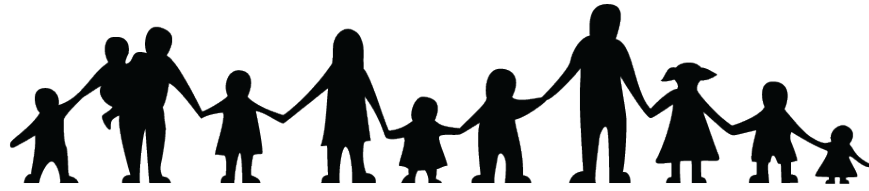


GROWING MINDS ARE THE KEY TO OUR FUTURE!



ASSOCIATED STUDENTS, INC. | SACRAMENTO STATE
CHILDREN'S CENTER

Parent Handbook

6000 J Street, MS 6037
Sacramento, CA 95819
(916) 278-6216
Fax (916) 278-4875

<http://www.asi.csus.edu/programs/childrens-center/>

Days of Operation

Monday through Friday

Operating Hours

7:30 a.m. – 6:00 p.m.

Revised 2024



WELCOME!

The Associated Students Children's Center welcomes your family to ours. We hope the Center becomes an extension of your family filled with warmth, comfort, security, and a love for children. The staff look forward to learning more about you and the dreams you hold for your child(ren). We strive to build strong, respectful, lasting relationships through partnerships, collaboration, and communication.

OUR HISTORY

Founded by student parents and started in 1972, the ASI Children's Center was created to meet the needs of student parents on campus. It began with one small portable building on the outskirts of campus, adding a second portable building to expand services. The need for childcare continued to grow as Sac State attracted more student parents. In 1987, Sac State students funded and built the large 6-classroom atrium style building under a grove of redwood trees. By 1992, the demand for childcare continued therefore, the Center added a second building to hold 3 more classrooms. In 2006, the Center achieved National Accreditation by the National Association for the Education of Young Children (NAEYC), delivering high quality childcare services to the Sac State community.

TODAY

The Center is a student-service oriented child development program operated by Associated Students, Inc. located on the Sacramento State campus. The 12-month year-round program serves Sac State students, faculty, and staff with students having priority. The Center serves children six months of age to entry into first grade. Associated Students Inc. (ASI), California Department of Education (CDE), California Department of Social Services (CDSS), Child and Adult Food Program (CACFP), and parent fees fund the Center.

The Center endeavors to be a nature-oriented facility that feels like home. Children are free to play, explore, express their thoughts and feelings, discover their preferences and interests, and learn at their own pace. We view every routine, activity, and interaction as an opportunity for learning. The staff have planned/structured activities while embracing times when children's interest spark a teachable moment. Supporting families through collaborations, education, and resources strengthens the program. The Center plans special events throughout the year to bring families and staff together.

The rest of this handbook will provide you with information about the program and administrative details that are important to a collaborative relationship. It will answer most of your questions about the day-to-day operations of the Center. Please read it carefully and refer to it as needed. We have posted it on our website at www.asi.csus.edu/children for easy access.

Again, from all of us at Associated Students we welcome you to the ASI Children's Center and we hope you feel right at home.

LICENSING AGENCY:
Department of Social Services
Community Care Licensing Division
Sacramento Regional Office
9835 Goethe Road, Suite 100
Sacramento, CA 95827

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STATEMENT OF PURPOSE

The Children's Center's purpose is to create a community that supports Sacramento State students to build brighter futures by providing high quality **childcare, employment, and leadership** opportunities in a wholesome learning environment.

CHILDREN CENTER'S PHILOSOPHY

The Children's Center is structured as an extension of the family—a support system in a nature-based home-oriented environment to meet a child's emotional, physical, intellectual, and social growth needs. We consider ourselves a family support service, dedicated to nurturing healthy people.

We believe children and adults learn best when they are honored and respected. Within each person is a learner, a teacher, and a valued and unique individual. The program is designed to support the whole family and staff through collaborative efforts and best practices aligned with current practices in early childhood education and care. We believe including staff and families from diverse backgrounds with diverse skills enhances our program while educating others. The Children's Center refrains from involvement in any religious instruction, worship, or holiday.

We value involvement from families, ASI, and the campus community. The Children's Center strives to be an active part of ongoing events and activities on campus and in the Sacramento region. Through our continuous involvement and collaborations, we believe our children and their families develop an awareness and appreciation of Sacramento's diverse communities.

As an Early Childhood "educational" facility, we highly value nature, as the campus is located next to the American River. The Children's Center has outdoor classrooms where all children of all ages spend a great deal of their time in the outdoor classrooms throughout the calendar year.

NON-DISCRIMINATION AND AMERICANS WITH DISABILITIES POLICY

The Associated Students Children's Center does not discriminate based on race, color, national origin, religion, sex, gender identity, sexual orientation, age, disability, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity. We are an equal opportunity employer and childcare provider.

ENROLLMENT

The ASI Children's Center serves the Sacramento State University community. Sacramento State alumni are not eligible for services. Child enrollment is continuous throughout the calendar year, not by semesters. A parent must re-apply using the waitlist priority system should they chose to withdraw their child for any length of time (i.e., leave of absence, vacation, etc.). The Center does not hold childcare spots nor are there tuition credits for absences. Waitlists manage enrollment priorities.

WAITING LISTS

Families interested in enrollment must submit a waitlist application to get their child on one of the following waitlists:

1. Incoming sibling waitlist for currently enrolled families.
2. Subsidized child care waitlists
3. Full-Cost or Non-Subsidized Student waitlist (no waitlist fee)
4. Faculty and Staff Waitlist (\$15.00 waitlist fee required)

Waitlist applications for each calendar year begin on August 1 and end on July 31. (For example: A calendar year starting 1/1/2024, waitlists open on August 1, 2023 and closes on July 31, 2024). Early waitlist applications will not be accepted before August 1. Waitlist applications do not carry over into the next calendar year. If a child is not enrolled based on the current calendar year waitlist, the family must

submit another waitlist application for the next calendar year starting on August 1. It is the responsibility of the parent to update their waitlist application if there are changes to the address, telephone number, e-mail, and/or Sac State status by contacting the Center via phone call or email. Administration will update the changes on their application.

ENROLLMENT FROM THE WAITLISTS

Classroom space availability and the age of the child determines each child's enrollment according to these priorities:

1. Eligibility rankings for the State of California contracted subsidy funding (CDE-CSPP and/or CDSS-CCTR) – see Appendix A.
2. Sac State Student Status and the received date of the waitlist application.
3. Faculty/Staff Status and the received date of the waitlist application.

For the full-cost program, “what activities do child care hours support” determines enrollment status when a parent is a staff/faculty and a student at Sacramento State. If most of the childcare hours support the parent's work schedule, then the parent falls under the staff/faculty status for enrollment and childcare tuition. If the majority of the childcare schedule supports the parent's attendance of Sac State courses, the student status applies for enrollment and childcare tuition.

Enrollment is continuous throughout the calendar year. Families on the waitlists will be notified (email and/or phone call) about days and times available for enrollment. The family can accept to enroll their child or decline. Should the parent decline, they can remain on the waitlists. Those days and times will be offered to another family ready to enroll. Proof of Sac State status is required for initial and continuing enrollments. Families must comply with requests for documents and deadlines for initial and ongoing enrollments.

PLACEMENT OF CHILDREN

The Center operates three separate mixed-age groupings for children:

1. **Bambini 1, 2, and 3** are three separate classrooms for children six month of age through 24 months of age. The staffed adult to child ratio is 1:3. Group sizes are 12 to 15 children.
2. **La Casita 1, 2, and 3** are three separate transitional classrooms for children ranging two to three years of age. The staffed adult to child ratio is 1:4. Group sizes are 12 to 16 children.
3. **Casa 1, 2, and 3** are three separate classrooms for children ranging three years of age through the completion of kindergarten. The staffed adult to child ratio is 1:8. Group sizes are 24 children.

Individual skills and unique needs of individual children are taken into consideration for classroom placements. The Casa classrooms have larger group sizes with less adult supports; therefore, the children should be toileting independently and require minimal assistance for routine tasks and self-care. The La Casita classrooms are transitional classrooms where the toddler grows into a preschooler. The 1:4 adult to child ratio and smaller environment supports toilet training, self-help skills, peer social skills, and impulse control. These children are learning their preferences while managing impulses. They learn to care for themselves, their peers, and the environment prior to transitioning into the larger, more independent Casa classroom. The director is responsible for determining childcare placements and schedules on a case-by-case basis.

FULL INCLUSION FOR CHILDREN

In accordance with the Americans with Disability Act and the Center's philosophy, a full inclusion model is implemented to the greatest extent possible. Every classroom facilitates children's unique developmental level and skills. All children have some type of special needs while some children may require specialized care, intervention, services, and programming. It is common for professionals and consultants from the community to work with children and staff in the classroom setting. Some children attend special day classes, receive specialized services outside the Center, and attend our group simultaneously. Our staff collaborate with parents and other professionals in the development, implementation, and evaluation of specific goals or medical needs documented in the Individual Family Service Plan (IFSP), Individual Education Plan (IEP), or the medical plan of action.

REGISTRATION MATERIALS - CONFIDENTIALITY

You will receive a registration packet after you have accepted an offer to enroll your child. All required documents must be returned by the established deadline for the Center staff to review prior to your child's first day of attendance. Families are responsible for completing/submitting required documents to continue childcare services (i.e., immunizations, infant needs and service plans, emergency cards, etc.). Records and documents are confidential and access is limited to individuals on a business related-need to know basis. Make a request in writing if you want the Center to release confidential information to other agencies.

ORIENTATIONS TO THE CENTER

The Center highly encourages parents to attend the following orientations prior to starting care:

1. "Enrollment Meeting" with the director to cover policies and procedures. (Children are not allowed). You will be scheduled for an orientation and you will receive the registration packet.
2. Visiting the Classroom for 5 hours or more. You and your child will visit the classroom, meet the teachers, and learn about the routines and the environment. These visits are extremely helpful to children, families, and the staff. This is an important step to building our new relationship.
3. Meet the Teacher with a personalized appointment – you may request a personal appointment with a teacher or administrator. This is a great way to discuss sensitive information.

DROP-IN CHILD CARE

Drop-in childcare is an additional service to help meet the occasional need for care outside of regularly contracted hours. Drop-in care is a service for occasional, unforeseen meetings or appointments.

- Submit a request for drop-in care to the front office at least 24 business hours in advance. The form and fee are on the Center's website under parent resources.
- Drop-in requests are dependent upon space availability and staffing.
- The parent is responsible for checking the status of a drop-in request ahead of time. Do not assume that it has been approved.
- Approved drop-in fees are covered by the state subsidy contracts.

SCHEDULE CHANGES

After being certified, your approved childcare schedule will remain the same for the duration of your contract period. Families may request a change in childcare schedules by filling out a schedule change form. Approval of a schedule change is dependent upon space availability; therefore, it is the family's responsibility to check with the operations manager ahead of time. After the campus add/drop period has expired, a \$10.00 fee per schedule change request is charged. This fee does not apply to families enrolled in the state subsidy contracts.

ENROLLMENT - MOVING TO A NEW CLASSROOM

Currently enrolled children age up and eventually move into the next age grouping. Classroom staff and administrators monitor these transitions in collaboration with families. Once a child has been identified to move classrooms, the family is informed and the classrooms coordinate child visits into the new classroom whenever possible. We encourage families to do the same. Families will receive "transition" handout that outlines what to expect from the new classroom. Most changes take place between academic semesters; however, a child may transition to a new classroom when space becomes available. Relationships are important so we try to move small groups of friends together into the same classrooms.

RECOMMENDED SCHEDULING

The "lunch to nap time" routine can be hectic for classrooms with teachers having little time to connect with an incoming family. Most children become upset when they arrive and it is close to naptime. In an effort to enhance the "quality experience" for you and your child, we recommend you avoid dropping off between 11:30 a.m. - 12:30 p.m.

DOCUMENTATION OF ATTENDANCE

AUTHORIZATION FOR THE PICK-UP OF CHILDREN

Child safety is a priority. Families complete and update emergency cards that list all approved adults who may take the child out of the Center. Permission for releasing a child to a non-custodial parent must be in writing. When picking up a child, adults must establish identity with a proper photo I.D and provide their full legal signature. Legal parents may visit or pick-up the child unless there is a ***court document*** on file restricting parental rights.

SIGNING IN & OUT

Community Care Licensing requires legal signatures when signing a child in or out daily. Children must be signed-in and out daily with a full legal signature using the Kindersign/Kindersmart app (mobile phone or Center's tablet). These applications are critical for emergency evacuations and documentation of adults entering the facility. If your child is not signed in, we will ask you to return to the Center to gather your signature. The Center requires legal authorization to care for your child daily. Repeated lapses and warnings to sign your child in and out may lead to suspension and/or termination of services.

ABSENCES

Please notify the front office (916) 278-6216 if your child will be absent on a given day. This allows our office staff to document the child's absence, maintain helpful information on illnesses, and assist other families should they need additional drop-in care.

LATE PICK-UP & EARLY DROP OFF DURING OPERATING HOURS

Parents are expected to drop-off and pick-up their child according to the contracted schedule. Staffing and adult to child ratios match contracted childcare hours. An early drop-off or late pick-up creates liabilities in regards to capacity and adult/child ratios. It is imperative for you do not exceed your contracted childcare schedule; build enough travel/study time into your child's contracted schedule. The Children's Center clocks and the Kindersign app determines the exact time.

The following fees apply for each child when late pick-ups and early drop-offs occur during business hours:

- **A \$25.00 penalty applied for one minute to ten minutes** of unauthorized care before or after the child's contracted hours of care.
- **A \$1.00 per minute penalty for every minute after the tenth minute.**

Repeated offenses may be grounds for termination at the discretion of the Director, Associate Director or the ASI Executive Director.

Note: State subsidized care has a different policy outlined in Addendum A.

LATE PICK UP AFTER CENTER CLOSURE

Classrooms sanitize the entire space upon closing; therefore, re-entry is not allowed. At closing time, staff will try to reach the child's parent(s) or adults authorized for pick-up. If no one is available the Director will be notified within 30 minutes. If parent(s) and individuals listed on the emergency card have not responded, the campus police will assist in taking the child into protective custody and possibly to the Children's Receiving Home of Sacramento.

The following fees apply for each child when late pick-ups occur after center closure:

- **A \$25.00 penalty for the first minute** after closing.
- **A \$1.00 per minute penalty** for every minute thereafter.

Repeated offenses may be grounds for termination at the discretion of the director, associate director or executive director.

SUSPENSION POLICY

The Children's Center staff will do everything possible to avoid suspending services with the goal of collaborating with the family, assisting the child with skills, and maintaining a safe, healthy, wholesome learning environment for everyone.

Suspension of a child or family member from the Children's Center is an action that provides an immediate removal of a child or parent from the classroom environment and Center when behaviors or needs create concerns for safety, health, or welfare of children and/or staff. The purpose of suspension is to provide an immediate closure to an unresolved situation that is disruptive to the program and provides the opportunity for formal conferencing with director, teacher, parent(s), and additional professionals, as needed.

Suspension may be immediate with the length of time determined by the director. The length of suspension shall be contingent on the time needed to convene parents, staff, and support professionals to provide an agreed upon plan of action for successful return to the classroom and/or Center.

In general, the procedure shall follow:

1. Documentation of the "Incident(s)" will be provided to the contracting parent (unusual incident report, email, parent conference, etc.), documenting behavior and/or needs which pose a concern for the safety, health, or welfare of the children and/or staff.
2. The director or site supervisor in consultation with teaching staff will determine the length of the suspension.
3. Parent(s) are notified immediately of the need for removal from the classroom/center.
4. A conference will be arranged as soon as possible with parent(s), teacher, director, and any additional support professionals, as needed.
5. During the conference, a plan of action, date, and conditions for the return to program will be determined.
6. A single or repeated incident of suspension may result in expulsion and/or termination of enrollment.

Note: ASI State Funded Policy on suspension due to a child's persistent and serious behaviors is outlined Appendix B.

TERMINATION OF ENROLLMENT

Families must provide a 30-day written notice or withdrawal form to the director prior to the last day of attendance when services are no longer needed. Childcare tuition is billed throughout the 30 days whether the child attends or not. If a written notice is not provided, 30 days of childcare fees will be assessed in lieu of a notice. Withdrawal forms are available on the website under parent resources.

The director may terminate enrollment for any of the following reasons:

1. Loss of Sacramento State student, staff, or faculty status
2. Non-payment of child care fees and/or repeated late payments.
3. Failure to comply with policies and procedures set forth in the Children's Center Parent Handbook.
4. Failure of parent/caretaker to comply with the Center's philosophy, procedures, and/or guidelines established by Center.
5. Failure to submit forms and required documents by established deadlines.
6. Behavior of a parent/caretaker that is disruptive and/or dangerous to the health and safety of self, other children, or staff.
7. Child's Persistent and Serious Behaviors outlined Appendix B.
8. Repeatedly picking-up late or dropping off the child earlier than the childcare schedule.
9. The Center's programming is not able to meet the needs of the child or family (i.e. family does not want their child to be included in activities such as messy outdoor play).

The director shall meet with parent(s) to discuss problems that may lead to termination of enrollment. If a resolution cannot be reached, the director will give parents written notice-terminating enrollment at least fourteen calendar days in advance of the effective date of termination. In the event of health/safety/welfare to others, immediate termination may be issued and childcare fees will be refunded. Certified families will be issued a notice of action indicating their due process.

EMERGENCIES, HEALTH AND SAFETY

CELL PHONE USE

For the safety of children, using cell phones is strictly prohibited within the Center, the Bella Room, and the playgrounds. Please handle all phone calls before entering or after exiting the building. Please do not use your cell phone or other devices to take photos, as other families may not want you to possess a photo of their child.

EVACUATION POLICY

The Center staff is trained by Sac State and local agencies to manage emergencies such as campus closures, fire, flood, incidents that require “sheltering in place”, earthquakes, etc. Current emergency evacuation plans are posted in classrooms and the office, which meets with campus policy and state regulations. The plans will be followed during all emergency evacuations, including practice drills. Children have the opportunity to practice safety procedures through participation in our drills. Fire drills shall be generally conducted on a monthly basis. Staff will verify every child is present using the Kindersign app.

In the event of an earthquake, fire, or other disaster which requires evacuation of the Center:

- Staff will care for your child until your arrival. We have a number of people with first-aid certificates, and we will be working in unison with the University’s Emergency Operations Committee.
- Our initial/immediate evacuation location is the open grassy area (Joe Serna Plaza) next to the University Union
- No child will be released from the Center’s care unless the adult is listed on the child’s emergency card.
- Before departure, parent or authorized adult must sign the child out.
- Remember telephone lines may be overloaded, if operable. The Emergency Operation Committee will be coordinating communication with Sac State and the Children’s Center.
- If secondary relocation is necessary for the staff and children, our location will be posted on the front door of the Children’s Center. Secondary relocation sites could be the large grassy area in front of the Union Well or the 3rd floor in the Student Union near the ASI Business offices.

The Children’s Center has an emergency plan in place with Sac State and emergency personnel will be working together to provide safety and care for your child until your arrival.

FIREARMS AND WEAPONS POLICY

Firearms and weapons are strictly prohibited within the center and the playgrounds.

ACCIDENT AND ILLNESS POLICY

All head teachers, student supervisors, and administrators maintain certification in Adult/Child/Pediatric CPR and First Aid. Minor accidents and illnesses are brought to the parent’s attention via a written report or a courtesy call describing the incident and the method of treatment. If medical treatment beyond standard first aid is needed, the parent is contacted immediately. In life-threatening incidents, Campus Police and 911 assistance will be activated immediately. It may be necessary for medical attention to take priority over locating the parent.

UNUSUAL INCIDENT REPORTS

An unusual occurrence involving your child will be documented for your attention. The report will be handed to you upon drop-off or pick-up. An unusual event may include examples such as significant change in behavior, eating, sleeping, and/or play habits.

HEALTH-ILLNESS-WELLNESS POLICY

We believe in collaborating with parents on health and wellness as the best way to manage individual illnesses and exposures to others. Adults and children wash/sanitize their hands upon arrival. Your child will wash their hands frequently throughout the day (upon entry into the classroom, toileting, before and after eating, after messy projects, etc.).

The daily health check requires teaching staff to greet and evaluate your child’s health with upon arrival. Families may not leave their child without checking-in with a classroom supervisor first. Topics such as nutrition, wellness, and organized active play are an active part of the classroom curriculums. Staff provide resources upon request and include them into monthly newsletters. Notification of communicable diseases and exposures to illnesses are posted in classrooms, emailed to families, and/or placed on the LCD screen. Examples are not limited to COVID, head lice, strep, RSV, etc.

Through thorough handwashing and sanitizing practices, we use best practices as a way to prevent your child from becoming sick. Children are not able to prevent exposing others to their illnesses. This is especially true with infants and toddlers as they teeth/mouth toys and/or become exposed to new viruses. **When illnesses arise, keep your child out of the Center. This includes persistent dripping eyes, a persistent cough and/or a persistent runny nose. Rule of thumb, if there is a hack or need to wipe once every 5 to 10 minutes. If your child is too ill to play indoors or outdoors, they are not well enough to attend.** Colds are common so children may attend when their symptoms improve (i.e., their nose runs intermittently, has an occasional cough, and they appear healthy and active). Children may attend if they have a condition that is not contagious.

Current contagious illnesses will be posted in the front lobby area. Handouts will be made available that outline the symptoms, mode of transmission, period of communicability and control measures.

We will call you to pick up your child if staff recognize one or more of the following symptoms:

- Unusual tiredness or irritability
- Crying more than usual
- Elevated temperature (100.4°F)
- Sore throat or trouble swallowing
- Unusual spots or rash
- Diarrhea
- Vomiting
- Trouble breathing
- Headache
- Infected skin patches
- Persistent cough
- Persistent runny nose
- Reddish, inflamed, or dripping eyes
- Unusually dark, tea-colored urine
- Bleeding/oozing sores which cannot be completely covered

(Recommendations are taken from the Sacramento Health Department, Child Health and Disability Prevention Program.)

The following conditions require exclusion from our program for the following period:

CHICKEN POX	Until all lesions are crusted.
CONJUNCTIVITIS (Pink Eye)	Until 24 hours after treatment started by physician or medical documentation.
GIARDIA	Medical release required. Children having diarrhea should not return until it has completely dissipated.
FEVER	Elevated fevers of 101°F or more require exclusion from childcare and the child can return to care when the fever has dissipated without the use of fever reducing medications.
HEAD LICE	Pediculicide treatment required and nits (eggs) must be removed.
IMPETIGO	Until 24 hours after starting antibiotic therapy or medical release to care.

MEASLES	Medical release required and a report is made to the Sacramento Public Health Department.
MENINGITIS	Medical release required and a report is made to the Sacramento Public Health Department.
MUMPS	Medical release required.
PERTUSSIS (Whooping Cough)	Medical release required and a report is made to the Sacramento Public Health Department.
PIN WORMS	Until 24 hours after treatment started by a physician.
RINGWORM	Until 24 hours after topical treatment started by a physician.
SCABIES	Until 24 hours after treatment started and/or medical release.
STREPTOCOCCAL (Scarlet Fever, Strep Throat)	Until 24 hours after antibiotic treatment and/or medical release.
SALMONELLA & SHIGELLA	Diarrhea and body fluids cannot contaminate the environment and expose staff therefore; children cannot attend care until it is completely resolved.
GASTROENTERITIS, VIRAL GASTROENTERITIS	Some conditions such as Salmonella will be reported to the Public Health Department.

MEDICATION POLICY

The Center staff will administer medications prescribed by physicians. The staff will not administer over the counter medications without authorization from a physician. Prescribed medications must include the following: name of medication, the physician's name, date, child's name, dosage, expiration date, and schedule of administration. Families complete a permission to administer medication form and have a discussion with a classroom supervisor. If you feel your child is in need of over-the-counter medication, then he or she is probably too ill to attend. Please allow your child time to recuperate before returning to the center.

Inhaled and injected medications are highly regulated, requiring specific documentation. If your child needs inhaled/injected medications while at the Center, make arrangements in advance with your child's teacher to ensure the staff are able to administer it correctly. Required documentation includes the training of specific staff, a physician's statement, and a medical plan of action, which needs to be reviewed by the staff administering the medications.

NO SMOKING

Sac State is a no-smoking campus. Smoking is prohibited inside, outside, and the exterior property of the Center and campus.

SAFETY AND EMERGENCIES

The Children's Center along with Associated Students maintains high standards for safety with campus collaborations. The Center has a disaster plan on file with the campus in the event of an emergency. Monthly inspections and drills ensure the staff and children are prepared. Multiple staff are CPR and First Aid certified. Sacramento Police are located right next door with Center cameras streaming live to the police station. Staff receive training annually on procedures for evacuations, major and minor injuries, fire safety, bomb threats, earthquakes, threatening intruders, active shooter/sheltering in place. Safety drills (fire drills) and safety inspections (environment and fire extinguishers) are conducted monthly. We encourage families to keep their emergency contacts updated and to notify Center administrators or the teaching staff for any health or safety concern.

GETTING TO KNOW OUR CENTER

STAFFING

The Center director possesses a minimum of a Master's degree and a Program Director's Child Development Permit among other certifications to meet mandated qualifications for a title 5 program. The Associate Director holds a minimum of a BA in Child Development or ECE and a Site Supervisor Child Development Permit. Administrators are responsible for overseeing every aspect of the Center, ensuring the Center meets regulations and maintains high quality standards.

The Center has a group of lead teachers (mentor teachers, head teachers, fellowship teachers, and associate teachers) who all have degrees in Child Development, Early Childhood Education, or a closely related major and possess a Child Development Permit that qualifies them as a certified staff according to State classifications. These teachers coordinate and guide the operations of the classrooms ensuring they meet and exceed state standards. They are the main point of contact for families and Center administrators. They monitor and train student assistants.

The Center employs part-time Sac State student assistants (classroom aids) as part of ASI's mission. Many student employees are working towards their BA in Child Development while others are not. There is a group of certified "student supervisors" who hold Child Development Permits and are in our leadership-training program.

In addition to the teaching staffs, the Center employs support staff (Administrative Assistant, Front Office Associate, and the Cook). While degrees are not required for these positions, many of them have college degrees or certifications in their expertise.

Take time to look at postings, pictures, announcements on the LCD screens to stay abreast of the staffing. We invite you to meet us, say hello, and ask for help or resources.

OPEN DOOR POLICY

The Children's Center has an open-door policy, which means families are welcome to come into the classroom to visit or check-in on their child at any time, any day without informing staff ahead of time.

GROUP CHILD CARE

One of the most outstanding effects of group care experiences for children is its impact on their development of relationships. Learning to socialize and interact with others while exploring their own feelings about themselves and others is a big goal. As with any learning experience, time and consistency are major factors to a family's adjustment into group childcare. If subtle changes are apparent in your child's behavior (i.e., clinginess, whining, separation problems, etc.), this is to be expected. Once the routine is established, positive aspects of group care will manifest itself in your child's ability to relate to themselves and others. They will start making friends or show a strong preference for specific teachers.

Group care, along with lots of positive aspects, has some negative aspects as well. When children are interacting with peers, an illness is bound to occur. Contact between children allows germs to transmit easily. Although sanitation precautions are used, germs still pass between young children, so be prepared for bouts of illness. Learning to navigate peer relationships, how to be kind and gentle, how to start and end play scenarios has its own set of challenges at every stage of development. Teaching positive social interaction skills is a large part of the classroom curriculum.

COMMUNICATION

DAILY COMMUNICATION

It is important for parents and teachers to "keep in touch" daily. Teachers make a point to inform you of any concerns or incidents at school. Parents are encouraged to inform the teacher of changes at home

or in the family setting. Anything out of the ordinary routine may trigger a change in your child's behavior. This will allow the staff to adjust to your child's individual need and offer supports to your family.

We welcome questions!!! No matter how self-conscious you may feel about asking, it is important for us to know how you feel about our program. Questions and/or suggestions that might better meet your and your child's needs are valuable to the staff. We want you to feel comfortable expressing your questions, concerns, or interests.

WRITTEN INFORMATION

The majority of written information you will receive will come to your email. You can have several individuals receiving the messages; just provide us their email addresses. Monthly, you will receive a classroom and Center newsletter. Daily and weekly, you will receive notifications and resources. You can email any of the full-time staff directly for questions and clarifications. Staff complete a small daily information slip with information about your child's day (meals, naps, etc.) are posted in the classroom on a bulletin board in a space just for your child. You can leave a note for the teacher upon drop off and then remove your child's daily slip when picking up. The teaching staffs give other documents such as an injury report, unusual incident, and/or illness reports directly to you.

PARENT CONFERENCES

Parents wishing to discuss any concerns about their child should set up an appointment with their Head Teacher and/or the Director. We are here to support you and your family! Twice annually, teachers host parent conferences that provide information from the Developmental Profile (DRDP). This is a time to discuss developmental goals and ideas for supporting your child's development at home and school. The DRDP assessment instrument can identify potential developmental challenges. In these cases, we have contact information and resources both on campus and off to share with you. If you have a concern about your child's development, reach out to us. We will meet, listen, and help with next steps. It is our goal to work in partnership with families.

COMPLAINTS & GRIEVANCE PROCEDURE

Associated Students and the Children's Center strive to treat everyone respectfully and fairly. If a family believes their personal rights were violated, or seek resolution for a concern; they may contact the center or file a written complaint.

We acknowledge there are occasions when a family is not comfortable sharing concerns or complaints. Avoiding seldom leads to a solution, often magnifying if a different concern arises. We encourage families to share concerns as the solutions often lead to quality improvements. You are encouraged to speak/email/inform the classroom Head Teacher. Most concerns will be easy to resolve. If the problem is not resolved or you are not comfortable, you may communicate with the Center Director (916) 278-5120. Our goals are to resolve concerns while preserving and enhancing relationships.

If the Children's Center is unable to resolve your problem, issue, or concern; or should any person allege a violation of federal, state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, or bullying, they can contact the ASI Human Resources at (916) 278-5484 and/or the ASI Executive Director at (916) 278-7290 for assistance.

UNIFORM COMPLAINT PROCEDURE

ASI Children's Center has a procedure for complaints about our program that may include such issues as sufficient materials for each child, facilities that are clean and in good repair, sufficient number of regular teaching staff who are professionally prepared and properly credentialed, personal rights, or state or federal violations. The first step for addressing concerns is notifying Center Administrators. The Directors will listen to parent concerns and try to resolve them at the Center level. You may contact the ASI Human Resource Director (916) 278-5484 or the ASI Executive Director (916) 278-7290 if the Children's Center is unable to resolve your problem, issue, or concern.

Families can also share their concerns with the California Department of Social Services, Community Care Licensing (916) 263-5744, California Department of Education, Early Education Division at (916) 322-6233, or California Department of Social Services Child Care and Development Division at (916) 651-7347. The Uniform Complaint Procedure is on the CDE website <http://cde.ca.gov/ccpdiv>. You may also download a copy of the complaint form from the following web site: <http://www.cde.ca.gov/eo/ce/wc/index.asp>.

CHILDREN'S BELONGINGS

WHAT TO BRING FOR YOUR CHILD

1. A full-sized crib sheet and small light blanket (families launder weekly)
2. A sufficient number of extra clothing (Include pants, shirts, socks, shoes, underwear)
3. Daily diapers for non-toileting children
4. Family photo (for the cubby and the family card)

PLEASE LABEL ALL ITEMS CLEARLY WITH A PERMANENT INK PEN!

Soiled clothing will be stored in plastic bags into your child's cubby. Parents launder their child's sheet and blanket at least once a week. Here is a tip: have 2 sets of labeled sheets and blankets. Bring in a clean set and remove the soiled set. This way you do not forget to bring them back.

CLOTHING

The teachers provide a variety of experiences for the children throughout the year. Some of these experiences are outdoors; some are messy; some require easy body movement. To help your child enjoy these experiences fully, please dress them for messy play. For safety reasons we strongly discourage cowboy boots, slippers, or flip-flops. All sandals must have back straps. Playgrounds are treacherous for children wearing shoes that do not provide traction and grip. We recommend socks with open-toe sandals to prevent scrapes.

WHAT NOT TO BRING INTO THE PROGRAM

We have plenty of materials for all of the children. Possessions from home often cause friction between children. Please do not send your child to the center with:

1. Gum
2. Candy/treats
3. Money
4. Toys/electronics from home/wearing costumes
5. Food from home (unless arrangements are made with your child's teacher due to food allergies)

CUBBIES

Cubbies are small boxes for your child's belongings. Please bring a family picture for the cubby. This helps your child to know which space belongs solely to him/her. A family picture provides that sense of connectedness home and your child's family. Remember to check your child's cubby daily for wet or soiled clothing or bedding.

ART FOLDERS

Every child in all classrooms will have an art folder for the family to take home. Please check your child's art folder daily to take home current creations.

CHILDREN'S ARRIVAL & DEPARTURE FROM PROGRAM

ARRIVAL

When you and your child arrive, the teacher is required to greet you and perform a health check on your child. A warm, friendly arrival sets the tone for the rest of the day. Hand washing, diapering, and toileting by the family is part of the arrival routine. Please wash your child's and your own hands when entering the program.

We recommend additional time at drop off for you and your child to play or read a story. Sometimes it is hard to separate from your child. We understand these expressions of love and attachment. It has been our experience that once the child and the parent begin to trust the staff, the separation transition is much smoother. Building trust takes time and lots of communication.

The first couple of weeks of school can be the hardest for you and your child. You may want to spend more time in the classroom or start your child with partial days increasing the length of their time at school. Never sneak out on your child! Always say good-bye even if there are many tears. Discuss separation routines with the teacher so they can support you and your child.

Most children adjust to the routine of coming to school within 2 to 4 weeks as it takes time. Our happiest moments occur when your child enters the classroom happy and excited to start their day with us. With love, trust, and communication, it will happen!

The following suggestions can help ease the separations:

1. Visit the classroom for five or more hours prior to the first day of attendance. Then, stay for a while to help them get involved. Familiarity helps!
2. Connect with a teacher or help them engage in an activity with peers.
3. Always say good-bye! Before you go, tell your child (even your infant) you will be leaving soon.
4. Do not try to discourage tears or your child's sad feelings. Allow your child to express feelings for as long as they need to.
5. Try to remain calm, even if your child gets angry or very upset. Express sympathy for your child's feelings, but do not allow tears to change your mind about leaving. Once you say goodbye, follow through and leave. You can always call the classroom afterwards to check in.
6. A rushed, abrupt departure often leads to you and your child becoming upset. The parent may say goodbye at the door and ask the child to wave at the window with the caregiver.
7. Tell your child that you will return. Saying, "I will come back later" as you leave, and "I came back" when you return teaches your child that you will not abandon them.

DEPARTURE

When you are picking up your child, grab the daily information slip from your child's box on the bulletin board, check for soiled clothing, and check the art file. You are welcome to stay and allow time for your child to watch them play a little more and then you can talk to the staff about your child's experiences. Before taking your child, check-in with the teacher as they must account for every child at all times.

PARENT INVOLVEMENT

INFORMAL INVOLVEMENT

A positive early childhood educational experience requires parent, teacher, and child to communicate and collaborate. We hope you find a comfortable way to become an active participant in our Center. The Parent Involvement form in the enrollment packet is for you to indicate your availability and talents. Some families assist with equipment repair, moving playground bark/sand, gardening, and sewing projects. We have several special events throughout the year when families help set-up and clean up. Newsletters

and door signs will announce the events and ways for you to become involved at whatever level is comfortable for you.

FORMAL INVOLVEMENT

The Center has an open-door policy that encourages parents to participate in the daily activities whenever possible. Families wanting a more formal involvement fall under volunteer protocols if they spend time with other children. In these cases, they must have a regular volunteer schedule, attend a volunteer/fieldwork orientation, clear background check, submit immunization records, sign a volunteer agreement, and would wear a name tab.

PARENT ADVISORY COUNCIL (PAC)

The Parent Advisory Council serves as the formal advisory group to the Children's Center Director and Associated Students Board of Directors. PAC meets once a month starting September through May annually. There are four (4) voting positions held by parents of the Children's Center. The Center will reach out to families seeking to fill the four seats. Parents nominate themselves. If there are more parents interested than available seats, an election takes place for parents to vote for their representatives. Any parent is welcome to attend a PAC meeting as a guest. We post minutes of the meetings on the parent bulletin board.

PARENT SUPPORT

Raising young children can be stressful. We are here to be your support system. Achieving your academic and parenting goals are demanding. It is common for families to stop into the director's office to chat, cry, and seek support. Should you have concerns about your child's development, speak to your child's teacher and/or the director. Group childcare might contribute to behavioral challenges as it can be over stimulating for some children. It is common for our staff to host individual parent meetings to discuss concerns and develop action plans where families and staff work together. On some occasions, we will recommend and refer families to seek outside professionals and specialists so we can gain a better understanding of your child's needs. It is common for speech therapists, behavioral therapists, and physical therapists to provide services to children while they are in our care.

YOUR CHILD'S DAY

NUTRITION

The Children's Center participates in the Child and Adult Care Food Program (CACFP), which is set up to provide your child with well-balanced meals. The CACFP is a USDA program administrated through the California Department of Social Services. The CACFP provides financial assistance to keep costs down while maintaining high nutritional standards. We follow strict guidelines as to what components and quantity we must offer to each child.

In accordance with the food program guidelines and our philosophy, we provide a morning breakfast from 8 a.m. – 9 a.m., a lunch from approximately 11:15 a.m. to noon, and afternoon snack from approximately 2 p.m. to 3 p.m. Times vary due to age groups and the schedule is posted in the classrooms.

Infants 12 month of age and under eat on demand. Our cook makes infant puree from scratch. We provide formula, bottles, water cups, and bibs. For infants and toddlers, teachers and families collaborate on a feeding plan and update the needs and service plan every three months as new foods are introduced. Nursing parents are welcome to come in to nurse their infant. We have a Special Care Room for you to use for nursing and pumping. We can provide you a list of on campus Mother's Rooms.

The Center uses a four-week cycling menu with a variety of home-style foods (minimal commercial processing). We provide whole grain items, fresh fruits, fresh vegetables, and minimal animal products, which are low in sodium, sugar, fat, and rich in fiber. We accommodate vegetarian/vegan diets. We offer

cow's milk and a soymilk that meets USDA requirements. Menus are posted on the Center's website, in classrooms, in the Bella Room, and paper copies are available upon request.

If your child has an allergy or certain food(s) restrictions, speak to your child's teacher immediately as a medical statement might be required from your physician (indicating an "allergy" and a substitution). We will make every effort to accommodate your child's dietary needs. With your consent, the allergy information is openly posted in the classroom and kitchen to act as a visual reminder to prevent contact with problem foods.

REST TIME

Nap times vary depending on the age of the child and we realize not all children will sleep. Generally, naptime falls between 12:00 p.m. – 2:30 p.m. We prefer families avoid picking up or dropped off during lunch and rest times. If you must come in during lunch or nap, please help your child with a quiet transition into or out of the program.

Infants and toddlers nap and rest upon demand. We follow The American Academy of Pediatrics and American Public Health Association guidelines for childcare centers: infants under 12 months lay on their backs to sleep. When infants can turn over from their back to stomach or side, it is documented, and then they can sleep tummy side down if that is their preferred position. You will receive an Infant Sleep Policy form to sign if this applies to your infant. Cribs and restraining devices are not used; therefore, the infants sleep on cots. (The Center has a waiver on file with licensing).

Preschoolers rest after lunch on cots and use individual bedding provided by their family. Children who do not sleep rest quietly and then they participate in quiet activities while other children sleep. Cots are sanitized daily. Parents launder their child's sheet and blanket at least once a week.

CAMPUS OUTINGS & FIELD TRIPS

Field trips take place on the campus. The campus is a tremendous resource for our children to participate in age-appropriate events that enrich the children's awareness of culture, nature, and education. Whenever possible, our children participate in campus outings and campus events, exploring buildings, looking at art, running on the lawns. Our youngest children enjoy outings in the group wagons. Our extended community is Sac State and the children love being a part of it!

SPECIAL EVENTS – CENTER WIDE

The Children's Center hosts several special events throughout the year. All family members are welcome to attend special events. Some events take place during business hours (i.e., Family Luncheon, Harvest Day, etc.) while others are after the center is closed (i.e., Open House, Back to School Night, Art Gala). Special events during business hours are closed to the public as ONLY family members may attend (no friends or classmates) while the special events after business hours are open to the public when families take responsibility for supervising their own children. Non-enrolled siblings may attend as long as they stay under their parents' supervision.

LEARNING, DEVELOPMENT, AND SOCIAL GUIDANCE

A LEARNING ENVIRONMENT

The Children's Center philosophy focuses on the needs of the whole child. Our age-appropriate integrated curriculum nurtures all areas of development (physical, language, social, emotional, and cognitive). Our curriculum encourages children to be active participants in their learning process. We believe learning that lasts comes from meaningful experiences, and these experiences are best when directed by the children. We strive to incorporate each family's unique beliefs, experiences, and languages into the environment and curriculum as much as possible.

Each classroom has a daily schedule, which provides children with a predictable routine, allowing them opportunities to experience both spontaneous and planned events. To ensure growth for the child in all

areas of development, teachers plan activities throughout the day. These activities include fine motor, gross motor, art, sensory play, language, nutrition, science, and fantasy. Varieties of activities are set-up where they explore well-designed learning centers. Classrooms are sensitive to children's needs for quiet/active time, indoor/outdoor time, large/small group time, and adult/peer interaction. Our goal is to provide a wide range of activities, which integrate developing skills.

Every activity is an educational opportunity. Teacher planned activities and a well-designed classroom environment, coupled with a focus on positive social development through communication and play, provide the basic framework needed for future development and studies. An integrated curriculum facilitates children's interests and discoveries. Teachable moments come from the children spontaneously as teachers allow the children to lead the educational activity. We use the California Infant Toddler and Preschool Curriculum Framework that aligns with Desired Results Developmental Profiles. The Center places high value on learning from NATURE. Our outdoor classrooms are expansive. All children spend a large amount of their time outdoors. We connect with the natural world as much as possible through outdoor learning centers. In general, our Center avoids media-based materials, supplies, and holidays.

ASSESSMENT

As a program funded through the California Department of Education, we implement Desired Results, which is the required method of assessment. The DR system includes six Desired Results – four child Desired Results and two-family Desired Results.

The Desired Results for Children and Families

DR1: Children are personally and socially competent

DR2: Children are effective learners

DR3: Children show physical and motor competence

DR4: Children are safe and healthy

DR5: Families support their child's learning and development

DR6: Families achieve their goals

The Desired Results Developmental Profile-Revised (DRDP-2015) is a central component of the CDE's Desired Results system. DRDP-2015 is a system of assessment instruments based on teacher observation that measures children's developmental progress toward the Desired Results for children. We complete the developmental profile on each child each semester and share the information with parents in a scheduled Parent Conference. These findings also inform curriculum choices and goals for individual children. Additional components of the Desired Results system are annual Parent Surveys and Classroom Environmental Rating Scales.

SOCIAL GUIDANCE (Discipline)

Guidance is our discipline. Guidance is information/advice/directing while discipline is training for obedience. We use positive reinforcement for desirable behaviors, provide information about interactions for understanding, and redirect undesirable behaviors to something more positive. We offer and teach children how to make choices. Children learn about safety, healthy choices, and their preferences.

It is important for children to learn the difference between acceptable and unacceptable behavior. Our emphasis is on positive social experiences, sensitivity to feelings, and learning appropriate expression of these feelings. We help children by teaching them words and actions to express their feelings. Teachers never use corporal punishment! Intimidation, embarrassment, teasing, provoking, or comparison of children are not acceptable forms of social guidance. Throughout social interactions, teachers provided children information about interactions, taught positive social choices, and given opportunities to practice developing skills. When conflicts occur, children are brought together to resolve the problem. If they cannot communicate in the moment, they can move to a quiet area briefly to regroup, calm down, and plan a solution.

Teachers create an environment that predicts and limits the frequency of problematic situations. We anticipate foreseeable behavioral conflicts, redirecting children into more appropriate activities by promoting cooperative play, and by providing enough quiet and active play spaces.

When behaviors occur that disrupts the classroom, injures children/adults/equipment, parents are informed. When disruptive behaviors repeat after using standard classroom guidance techniques, teachers ask families for a conference with the director. Parents and staff work together on an individualized plan of action with specific goals focused on learning new pro-social skills, which takes time. Families might be offered resources from the community, ask professionals to assist or evaluate the situation. The goal is for a positive outcome where all children and staff can learn together in a classroom group setting.

For persistent behavioral challenges, teachers follow this step-by-step process:

1. Teachers observe children's behaviors, document challenging incidents, inform parents and administrators.
2. Classroom staff reflect on individual children's behaviors during staff meetings to understand the meaning of the behavior and to brainstorm strategies (i.e., modify the environment, position a staff person close by, teach the child specific strategies using positive guidance and directives, etc.).
3. Teachers implement strategies, observe and reflect on successes and challenges.
4. Teachers speak with the family to gather more information.
5. Teachers review child assessments (DRDP, ASQ) and meet with the Center Director.
6. The Center provides resources and referrals to the family as needed (i.e., Help Me Grow, Pediatrician, etc.).
7. If challenges persist, a conference with the family, teacher, and administrator is scheduled to develop a plan of action that incorporates the family's wishes, positive strategies at home and at school.
8. The classroom implements the action plan. The process of observation, reflection, documentation continues for 2 weeks.
9. Teachers review successes and challenges with the family.
10. Together, a decision is made to modify, end, or continue the action plan as needed.

BITING

The Center does not have a "no-biting" policy that leads to terminating services. Parents become upset when their child is bitten and the experience is frightening and painful for the child involved. Children, just like adults, experience times of frustration, anger, and intimidation. Infants and toddlers do not have the "words" to express their feelings, wants, or needs. A very quick and effective way for the young child to express anger or fright is through crying, pushing, scratching, and biting. When these moments occur, teachers firmly inform children who bite to "Stop biting. It hurts," and moved to an area of the classroom away from the conflict for a cooling off period. They are offered more opportunities to interact with others positively. We attempt to help children find more appropriate, less harmful ways to express their feelings of anger, frustration, or intimidation. If biting continues for a young child, we will ask for a parent conference to inform them we may place specific staff to stay with that child throughout their day to protect others and eliminate more occurrences of biting. Patience, consistency, and a wealth of alternatives for the biting toddlers are essential in helping children express feelings in a healthy, acceptable manner.

Older preschool-aged children should no longer be biting, but using verbal communications to express feelings. If a child does begin to use biting as a means of problem-solving, teachers and parents will come together to discuss ways for each person to help the child. In the event that a bite breaks the skin, parents receive notification through a courtesy call.

CONFLICT RESOLUTION AND PROBLEM SOLVING

All children are encouraged to solve problems at every age. On a daily basis, children will face conflicts with other children and the environment. Depending on the age group, a teacher will intervene at different times to ensure health and safety. Staff allow children to work through a situation and develop their own solution. Adults intervene to provide information and to maintain health and safety for everyone. Children become empowered as they learn that they have the capacity to take care of their own situations and/or interactions.

SWEARING

Unfortunately, children learn quickly those words that shock adults. Children enjoy shocking adults and the power they derive from doing so, if the adult feeds into the situation. The adults in our program are told to remain calm and simply tell the child that those words are not to be used at school. Children are encouraged to tell peers they do not like hearing those words. A simple sentence, "I don't like that word and I wish you wouldn't use it around me" is usually enough. Sometimes, ignoring swear words is effective.

APOLOGIES

Learning social rules and norms brings conflict. Many people's first reaction is to have a child say they are sorry. We believe that a child needs to understand other children's feelings before he or she can use the abstract concept of being sorry. Insisting on an apology teaches a child how to please an adult rather than teaching the child an understanding of others. An act of kindness teaches empathy far more than words. It could be as simple as, "you hurt your friend and they are sad". "How about drawing them a picture so they know you care".

LABELING BEHAVIOR—NOT THE CHILD

We avoid judgments such as "good or bad". Instead, we focus on behaviors. "Nathan, you carefully put those blocks away" instead of "What a good boy for putting away the blocks." When judgmental words are used it creates the notion that children are only as worthy as their actions.

Young children are developing their identity based on the opinions of others (most importantly the ones they love). Commenting directly on the child's action allows them to focus on what they can do rather than their value as a person. "Be good today" and "bad girl" are overwhelming vague expectations that set children up for failure. No child is always "good" or "bad" during an entire day. For example, when leaving your child instead of saying "Be good today," simply say, "Goodbye, I love you. Be gentle with your friends and I'll be back soon." This type of statement reassures the child of the parent's unconditional love, acceptance, and promised return.

SHARING AS A SOCIAL SKILL

We use "taking turns" instead of sharing. Sharing, like apologies, is appropriate only when children are cognitively and emotionally ready to understand the social benefits of sharing. Toddlers and young preschoolers are still very egocentric and cannot grasp the concept of sharing something that they want. In our setting, children should not be forced to share and the staff encourage taking turns. We try to accommodate children's needs for private space, individual time with materials, and some control over their play situations.

The staff's responsibility is to provide more than one of any toy or activity. Staff facilitate problem solving while verbalizing children's feelings and desires; teachers introduce simple language that children can eventually use in future situations. The Center believes having adults who model sharing is one of the best ways to expose and demonstrate the different ways to share.

TOILET LEARNING

Toilet learning needs to begin with an interest from the child and/or family and it is common for children at 18 months of age to practice sitting on the toilet. Toilet learning is a collaborative process between

staff and parents using a consistent method to learn and practice the new toileting skills. It is important that toileting be an encouraging process rather than pressuring a child into a process he/she is not yet willing to learn. A casual, relaxed approach to this aspect of child development lends itself to success.

Even before the self-toileting begins, the child is included in the caregiving process by getting their own diaper, helping to dress themselves, washing their own hands, etc. While diapers are being changed, caregivers talk to the children, giving them language, they will use during the toileting process. We ask the child if he/she would like to sit on the toilet and respect their decision. Children in underpants are taken to the bathroom regularly. Wet or soiled underwear are dealt with in a very matter of fact way, while respectful of the child's feelings. The child helps get the dry pants and is reminded of where the toilet is. Toileting is a gradual process, which is impacted by the developmental issue of autonomy and a continued need for nurturing and security. During the toilet-learning process, children will have accidents. In order to ensure the utmost cleanliness of our environment, clothes that have been soiled with feces and/or urine will not be rinsed or washed by staff members. Soiled clothing will be placed in a sealed plastic bag and placed in your child's cubby. Please remember to check for wet or soiled clothing daily.

HOLIDAY AND CELEBRATIONS POLICY

Our Beliefs: In keeping with our philosophy on welcoming all families, involvement with the campus community and creating an exemplary program that models current principles and practice in an environment that respects diversity and individual needs, we have created this Holiday and Celebrations Policy to guide us through the year. In many ways, our program operates like a family. We have procedures and policies that we follow, knowing not everyone follows the same set of beliefs. We strive to create curriculum that is meaningful to children, supports their development, and reduces the effects of the media and commercialism. We look to nature to be our guide. What we practice "within" the Center may differ from what children are experiencing in their communities.

The Policy: Within the Children's Center environment, we do not create or display typical commercialized holiday themed décor or projects. Not all holidays/celebrations are forbidden as we value learning about family traditions and cultures. Generally, when planning curriculum, teachers do not teach holiday topics. If initiated by children and families, teachers are supportive of the child's experiences and sometimes share those experiences with classmates. We strive to reduce children's exposure to the media, sale of products, and commercialism as a rule. In our campus community, we participate in many events realizing the children will be exposed to commercialism and holiday themed décor (as with their daily lives). At these times, we gather details and inform families of the proposed event/visit, always providing an alternative for those who choose not to participate.

BIRTHDAYS

Birthdays are important and we like to acknowledge the special day in a way that helps all the children to feel special. For this reason, we do not have birthday celebrations. We do not allow treats, trinkets, balloons, or gifts in the classrooms. If you would like to donate something special in honor of your child's birthday, we ask that it be an age-appropriate book dedicated by your child to their classroom. This makes your child feel special every time the book is read at school. Please ask each teacher for more information about this, as well as what types of books would be appropriate.

NONDISCRIMINATION / CIVIL RIGHTS STATEMENT

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted 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; or
2. fax: (833) 256-1665 or (202) 690-7442; or
3. email: Program.Intake@usda.gov

This institution is an equal opportunity provider.

Our Civil Rights coordinator is the ASI Human Resources Manager. They can be reached at (916) 278-5484.

APPENDIX A - STATE SUBSIDY CONTRACTS

The ASI Children's Center provides subsidized child care services to eligible families through funding from the California Department of Social Services and the California Department of Education. The center has two subsidy contracts; a General Child Care Program (CCTR) and a California State Preschool Program (CSPP). Children of Sacramento State parents who qualify according to the state requirements are eligible for subsidy.

California Department of Social Services
Child Care and Development Division
744 P Street M.S. 9-8-360
Sacramento, CA 95814

California Department of Education
Early Education and Support Division
1430 N St. Suite 6308
Sacramento, CA 95814

GENERAL CHILD CARE PROGRAM (CCTR)

The General Child Care Program (CCTR) services children six months of age to entry into first grade.

ADMISSION PRIORITIES

1. First priority shall be given to children who are recipients of child protective services, or children who are at risk of abuse or neglect, upon written referral from a legal, medical, or social services agency.
2. Second priority shall be given equally to eligible families who are income eligible. Within this priority, families with the lowest gross monthly income in relation to family size shall be admitted first.
 - If two or more families are in the same priority in relation to income, the family that has a child with exceptional needs shall be admitted first.
 - If two or more families are in the same priority in relation to income, a family in which the primary home language is a language other than English shall be admitted first.
 - If two or more families are in the same priority in relation to income, the family that has been on the waiting list for the longest time shall be admitted first

FAMILY ELIGIBILITY REQUIREMENTS

Families may be enrolled in CCTR based on at least of the following:

- The family is experiencing homelessness
- The child is a recipient of child protective services or at risk of neglect, abuse, or exploitation
- The parent is a cash aid recipient
- The family is income eligible (85 percent of the SMI)
- A member of the family has been certified as eligible to receive benefits or services in a means-tested government program (Medi-Cal, CalFresh, California Food Assistance Program, WIC, The Federal Food Distribution Program on Indian Reservations, Head Start, or Early Head Start)

NEED REQUIREMENTS

Families who are eligible for CCTR shall document that each parent in the family meets at least of the following need criteria:

- The parent is employed
- The parent has self-employment
- The parent needs travel and sleep time
- The parent is employed in home or Licensed Family Day Care Home
- The parent is seeking employment
- The parent is enrolled in an education program
- The parent is enrolled in vocational training
- The parent is incapacitated
- Homelessness

- Seeking Permanent Housing
- Child Protective Services or At-Risk
- CalWORKs Stage 2
- CalWORKs Stage 3

Subsidized services shall only be available to the extent to which the parent(s) meets a need criterion that precludes the provision of care and supervision of the children, and there is not a parent in the family that is available and capable of providing care.

CALIFORNIA STATE PRESCHOOL PROGRAM (CSPP)

The California State Preschool Program services eligible three-year-old children and eligible four-year-old children. Three-year-old children means children who will have their third birthday on or before December 1 of the fiscal year in which they are enrolled in. Four-year-old children means children who will have their fourth birthday on or before December 1 of the fiscal year in which they are enrolled in. All families enrolled shall receive 24 months of eligibility.

ADMISSION PRIORITIES

1. The first priority for services shall be given to three-year-old or four-year-old children who are recipients of child protective services or who are at risk of being neglected, abused, or exploited and for whom there is a written referral from a legal, medical, or social service agency.
2. The second priority for services shall be given to all three- and four-year-old children with exceptional needs from families with incomes below the income eligibility threshold.
3. The third priority for services shall be given to eligible four-year-old children who are not enrolled in a state-funded transitional kindergarten program. Children shall be enrolled in the following order:
 - Within this priority category, eligible children with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table shall be enrolled first.
 - If two or more families have the same income ranking according to the most recent schedule of income ceiling eligibility table, the child that has a primary home language other than English shall be enrolled first.
 - If there are no families with a child that has a primary home language other than English, the child that has been on the waiting list for the longest time shall be admitted first.
4. The fourth priority shall be given to eligible three-year-old children. Children shall be enrolled in the following order:
 - Within this priority category, eligible children with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table shall be enrolled first.
 - If two or more families have the same income ranking according to the most recent schedule of income ceiling eligibility table, the child that has a primary home language other than English shall be enrolled first.
 - If there are no families with a child that has a primary home language other than English, the child that has been on the waiting list for the longest time shall be admitted first.

FAMILY ELIGIBILITY REQUIREMENTS

Three and four-year-old children may be eligible for full-day CSPP if the child or family meets one of the following:

- The family is a current aid recipient
- The family is income eligible (100 percent of the SMI)
- The family is experiencing homelessness
- The child is a recipient of child protective services, or has been identified as being abused, neglected, or exploited, or at-risk of being abused, neglected or exploited
- The child has a disability
- Families who have a member of its household who is certified to receive benefits from Medi-Cal, CalFresh, CalWORKs, the California Food Assistance Program, the California Special

Supplemental Nutrition Program for Women, Infants, and Children, the federal Food Distribution Program on Indian Reservations, Head Start, Early Head Start, or any other designated means-tested government program, as determined by the department, will be categorically eligible.

NEED REQUIREMENTS

Families who are eligible for full-day CSPP shall document that each parent in the family meets at least of the following need criteria:

- The child is receiving child protective services
- The child is identified as being abuse neglected or exploited or at risk thereof
- The family is experiencing homelessness
- The parent is employed
- The parent is seeking employment
- The parent is enrolled in vocational training
- The parent is enrolled in educational programs
- The parent is incapacitated
- The parent is seeking permanent housing for family stability

Subsidized services shall only be available to the extent to which the parent(s) meets a need criterion that precludes the provision of care and supervision of the children, and there is not a parent in the family that is available and capable of providing care.

CONTRACT POLICIES

ATTENDANCE

Participation in the subsidized program requires thorough documenting of child attendance and absences. It is imperative that parents provide timely and accurate reporting of reasons for a child's absence. Excused Absences include absences by children because of:

Illness

- Days absent because of the illness of the child/parent
- Death or serious illness in the family
- Injury or accident which causes the child or parent to be incapacitated or hospitalized
- Doctor appointments, dentist appointments or other appointments for the health and benefit of the child

Quarantine

- Days absent because of quarantine of the child/parent

Family Emergency

- Illness of a sibling or a domestic partner that requires your care and prevents you from bringing the child to school
- A sudden situation (including transportation issues) that makes it difficult or unsafe for you to bring the child to the program

Court Ordered Visitations

- Time spent with a parent or other relative as required by a court of law
- A copy of the court order must be in the family data file

Best Interest Days

- Limited to 10 days for the 12-month fiscal year
- Days away from the center due to vacation
- Time spent with a guardian or relative that is not court ordered
- Cultural or religious celebrations
- Time away that is not related to the child or guardian's illness

FAMILY FEES

The family monthly fee amount is only assessed at certification, recertification or when requested by the parent because of a decrease in the family income. The family is assessed a fee based on their family size and monthly income according to the most recent family fee schedule for their contract. Families have an obligation to report increases in income that exceed the threshold for ongoing income eligibility.

Families will be charged a part-time monthly fee if their approved child care per month is less than 130 hours. Families will be charged a full-time monthly fee if their approved child care per month is 130 hours or more. The number of hours will be based on the child enrolled with the longest number of hours. Fees are due in advance for each month of child care. The due date will be listed on your monthly invoice and posted on the office calendar. A receipt will be provided for each payment made. Statements for tax purposes will be provided upon request. Adjustments to child care fees are not made for child absences.

A credit may be given for child care fees paid to other service providers when the Center is not able to meet all the family's certified need for child care. A receipt or cancelled check for the fees paid is required. The credit will be applied to the next billing period.

LATE PICK-UP & EARLY DROP OFF DURING OPERATING HOURS

Parents are expected to drop-off and pick-up their child according to the contracted schedule. We schedule staff based on your child's contracted hours so an early drop-off or late pick-up of your child creates liabilities in regards to capacity and adult/child ratios. It is imperative for you to adhere to your contracted child care schedule, allowing yourself enough travel time. We determine the drop-off time and pick-up time based on the Children's Center main clock located in the front office.

The following policy applies for each child when late pick-ups and early drop-offs occur during business hours:

- **First Offense:** The parent will receive a written notice from the operations manager.
- **Second Offense:** The parent will be required to meet with the operations manager to review their contracted hours.
- **Third Offense:** The parent will be asked to write a statement explaining the reason for the late pick-up or early drop-off.
- **Fourth Offense:** The parent will be required to meet with the director to review the center policies.
- **Fifth Offense:** Termination of Services

DELINQUENT PAYMENTS

If a family experiences temporary difficulty meeting their payment due date, they may request a payment plan to be approved by director. Fees are considered delinquent after seven days from the date they are due. If a family is delinquent paying their fees by seven calendar days from the due date, and if an approved payment plan is not in place, staff will issue a Notice of Action (NOA). The NOA will state that services will be terminated two weeks from the date of the notice unless all delinquent fees are paid before the end of the two-week period. Payments can be made by check, money order, debit, VISA, MasterCard or Discover.

CONTINUITY OF CARE

Upon approval, a family will be initially certified or recertified for a period of 24-months. Parents need to recertify (re-apply) for subsidy assistance within 50 days after their 24-month period ends. The family must document ongoing eligibility and need. Anyone who fails to re-certify will be terminated from the subsidized program.

ABANDONMENT OF CARE

When the family is not using services, and they have not been in communication with the teacher or the office staff, the teacher shall attempt to contact the parent. Failure to communicate with the center may result in termination of services. The center will issue a notice of action to disenroll the family on the

basis of abandonment of care when there has been no communication from the parent for a total of 30 consecutive calendar days.

DISENROLLMENT / FRAUD POLICY

A family will be terminated if they fail to meet the eligibility and/or need requirements of the subsidy program. Families can also be terminated for a violation of the program's policies and procedures. This includes anyone that knowingly misrepresents eligibility using incorrect or inaccurate information to obtain a benefit that they would otherwise not be entitled to receive.

NOTICE OF ACTION / APPEALS

You will receive a Notice of Action (NOA) at initial enrollment to approve or deny services. Notice of Actions will also be issued at recertification, to update your file, or when your family fee is delinquent. A NOA may also inform you of pending termination of services. The NOA will provide the details of the pending action and instructions for your parental right to appeal the actions being taken. You must follow the instructions and timeline for the appeal process at the center first. If you do not agree with the program's decision, you may appeal at the state level.

Information about parent appeals for CSPP can be found at:

<http://www.cde.ca.gov/sp/cd/ci/parentappealinformation.asp>

Information about parent appeals for CCTR can be found at:

<https://www.cdss.ca.gov/inforesources/child-care-and-development/parent-resources/parent-appeals>

APPENDIX B – DISENROLLMENT: PERSISTENT & SERIOUS BEHAVIORS

The Children’s Center staff will do everything possible to avoid suspending services with the goal of collaborating with the family, assisting the child with skills, and maintaining a safe, healthy, wholesome learning environment for everyone.

Suspension shall only be used as a last resort in extraordinary circumstances when there is a serious safety threat that cannot be reduced or eliminated without removal. Suspension may be immediate with the length of time determined by the director. The length of suspension shall be contingent on the time needed to convene parents, staff, and support professionals to provide an agreed upon plan of action for successful return to the classroom and/or center.

If the Center determines that the child’s continued enrollment would present a serious safety threat to the child or other enrolled children, the program may expel the child.

“Persistent and serious behaviors” means 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. This includes, but is not limited to, physical aggression, property destruction, and self-injury.

The Center staff may remove children from specific situations to allow the child to calm down or regain composure, such as taking the child for a walk or accompanying the child to an outdoor environment; however, the child must return to the classroom as soon as they have calmed down and may not be removed for longer than 30 minutes.

“Suspension” means any removal of a child from all or part of the program day, or the prevention of a child from attending the program for one or more days, in response to the child’s behavior.

“Expulsion” means the permanent dismissal of a child from a program in response to a child’s behavior.

In the event that the Center suspends or expels a child:

- The center will issue the child’s parent a written Notice of Action (NOA).
- The effective date of the action will be no less than 24 hours after service of the notice.
- The parent has the right to file an appeal of the action to suspend or expel their child directly with the CDE or CDSS by submitting a written request for an appeal hearing, no later than 14 calendar days after receipt of the notice.
- Since the action to suspend or expel a child involves persistent and serious behaviors impacting the safety of children, the child may not attend the program during the appeal process.

Parents may file an appeal in the event of the suspension or expulsion of a child.

If the child is enrolled in the CSPP contract, the parent has the right to file an appeal of the action to expel or suspend their child directly with the California Department of Education (CDE) by submitting a written request for an appeal hearing to EEDappeals@cde.ca.gov no later than 14 calendar days after receipt of the notice.

If the child is enrolled in the CCTR contract, the parent has the right to file an appeal of the action directly with the Department of Social Services no later than 14 calendar days after receipt of the notice.

Instructions on how to file an appeal will be included in the Notice of Action.