

TEHAMA COUNTY DEPARTMENT OF EDUCATION
EARLY LEARNING PROGRAMS AND SERVICES

STATE PRESCHOOL



2025/2026 FAMILY HANDBOOK

Tehama County Department of Education

Richard DuVarney, County Superintendent
1135 Lincoln St- Red Bluff, California 96080
Ph: 530.527.5811 Fax: 530.529.4120

Tehama County Board of Education

Betty Brown-Elizabeth Gonzalez- Carolyn Steffan- Pam Begrin- Tracy Hopper



Revised July 2025

Welcome to the Early Learning Programs and Services

Department of

Tehama County Department of Education

In this Department we offer Full-Day and Part-Day programs through the California State Preschool Programs (CSPP), as well as a Family Child Care Home Education Network (FCCHEN). We provide age-appropriate programs which are safe, fun, and designed to support children's growth throughout early childhood.

This handbook provides an outline of our programs. We look forward to a positive and productive relationship where we are able to work in partnership to support you and your child/children.

We hope you enjoy your experience with us!

Alyssa McCombs, MA

Director

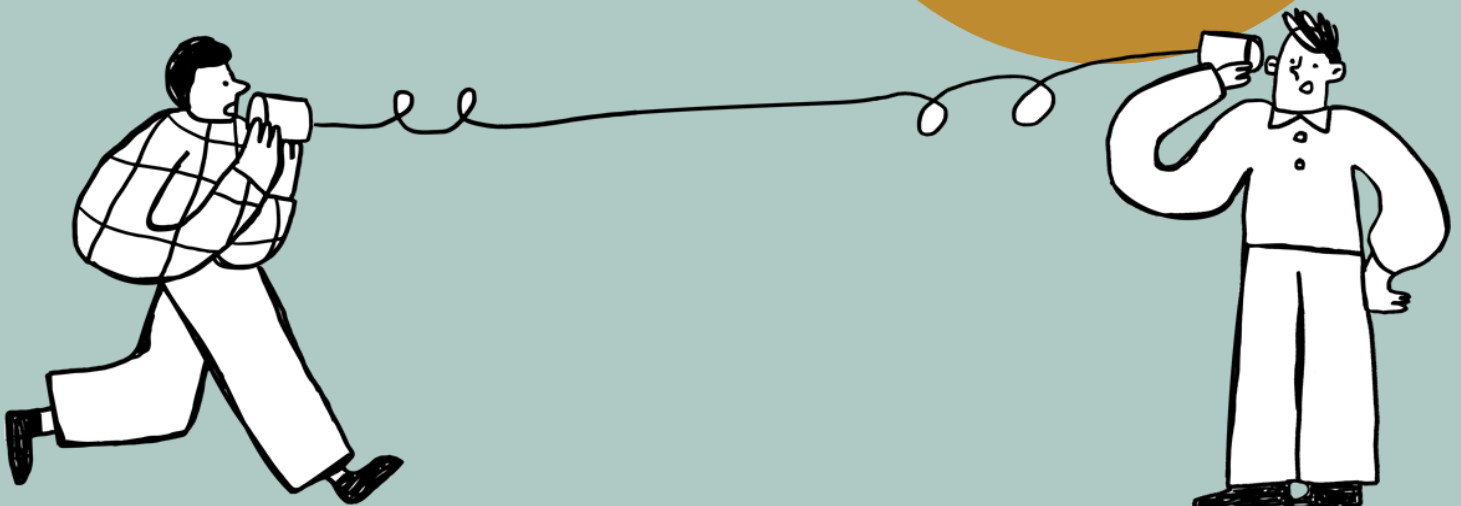
Early Childhood Education

Early Learning Programs and Services

Uniform Complaint Procedure

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.

Families receive the procedures at the time of enrollment and are available anytime by contacting our office at (530) 528-7324.





Program Design | 4

- Mission
- Locations
- Days and Hours of Operation
- Open Door Policy
- Group Sizes
- Abstain from Religious Instruction
- Confidentiality
- Equal Access/Non-Discrimination
- Education Team
- North State Quality Counts
- Instructional Materials

Program Philosophy, Goals and Objectives | 9

- Philosophy
- Program Goals
- Parent Education and Involvement
- Family Rights
- Parent Advisory Council
- Vision/Hearing Screening
- Ages and Stages Questionnaire
- Nutrition Services
- Health and Social Services
- Education Program
- Developmental Assets
- Environment
- Program Self-Evaluation Process

Selection and Enrollment Process | 15

- Steps for Enrollment
- Waiting List
- Income Priorities
- Admission Priorities
- Emergency Form
- Sign-in/Sign-out Procedures



General Policies | 18

- Code of Ethical Conduct
- Safe School and Harassment Policy
- Suspected Child Abuse
- Pesticide Notification
- Disaster/Evacuation Procedures
- Photo Consent
- Clothing and Items from home
- Child Supervision
- Parents Must
- Discipline and Guidance
- Child Guidance Policy
- Child Suspension and Expulsion
- Process and Procedure
- Injuries and First Aid
- Health Policy
- Illness Policy
- Daily Health Screening
- Americans with Disabilities Act
- Reporting Safety Concerns
- Napping
- Medication Policy
- Listen-in Devices Policy
- Toileting
- Birthdays/Holidays
- Late Policy
- Late Pick Up Procedure

Participant Qualifications and Conditions | 28

- Certification/Recertification of Eligibility
- Family Data File
- Exceptional Needs Child
- Family Language Survey
- Health and Emergency Information
- Proof of Family Size
- Eligibility Criteria
- Countable/Non-Countable Income Reference Sheet
- Need for Services
- Need Exceptions
- Need Criteria
- Determining a Child's Schedule
- Right to Voluntarily Report Changes
- Family Fees



Attendance | 37

- Importance of Attendance
- Attendance Expectations/Policy
- Sign In and Out Procedures
- Absence Policy
- Excessive Absences
- Abandonment of Care

Disenrollment | 39

- Family Request to Disenroll
- Agency Disenrollment Policy

Grievance/Complaint Procedure | 40

- Complaints Regarding Program Staff
- Uniform Complaint Procedure
- Food and Program Non-Discrimination Statement and Complaint Procedure
- Program Decision Complaints (Appeal Process)

Acknowledgement of Written Procedure | 43

- Program Handbook Acknowledgement of Written Policies



Tehama County Department of Education

Early Learning Programs and Services

Our mission is to provide high quality, safe, and nurturing learning environments for children and their families. Our programs focus on the whole child, supporting children's progression throughout Early Childhood.

Part-Day Locations

Jackson Heights State Preschool **License #525405509**

Part-Day Site Operating

Morning: 8:15-11:15

Afternoon: 12:30-3:30

(530) 529-6741
225 Jackson St.
Red Bluff, CA 96080

Lincoln State Preschool **License #525406421**

Part-Day Site Operating

Morning: 8:15-11:15

Afternoon: 12:30-3:30

(530) 528-7373
1265 Lincoln St.
Red Bluff, CA 96080

Columbia State Preschool **License #525430214**

Part-Day Site Operating

Morning: 8:15-11:15

Afternoon: 12:30-3:30

(530) 824-6528
1623 Columbia Ave.
Corning, CA 96021

Metteer State Preschool **License #525403199**

Part-Day Site Operating

Morning: 8:15-11:15

Afternoon: 12:30-3:30

(530) 840-2360
695 Kimball Rd.
Red Bluff, Ca 96080

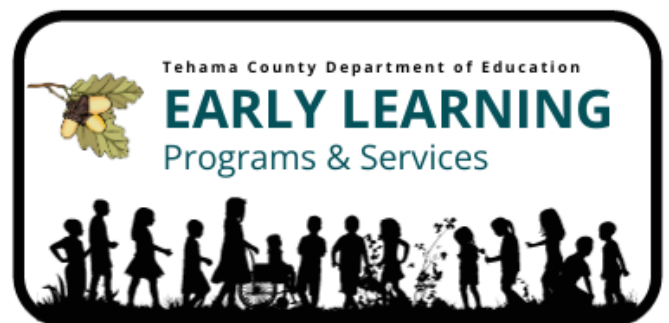
Gerber State Preschool **License #525403200**

Part-Day Site Operating

Morning: 8:00-11:00

Afternoon: 11:45-2:45

(530) 385-1537
23014 Chard Ave
Gerber, CA 96035



Full-Day Locations

Olive View State Preschool

License #525405507

Full-Day Site Operating

7:30am – 4:30pm

(530) 824-5319

521 Almond St.

Corning, CA 96021

Bidwell State Preschool

License #525404771

Full-Day Site Operating

7:30am – 5:30pm

(530) 529-5867

1052 Dumosa Dr.

Red Bluff, CA 96080

Early Learning Programs and Services - Office Staff

Trisha Williams

ECE Coordinator

twilliams@tehamaschools.org

(530)-528-7366

Holly Rhoads

Program Manager

hrhoads@tehamaschools.org

(530) 528-7331

Alyssa McCombs

Director Early Childhood Education

amccombs@tehamaschools.org

(530)-528-7319

Crystal Sides

Enrollment Technician

csides@tehamaschools.org

(530)-528-7324



Open Door Policy:

Tehama County Department of Education State Preschool Programs has an open door policy. You are welcome to visit your child's classroom unannounced to observe your child at any time during the 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, however must adhere to our volunteer policy in the family involvement section of this handbook.

Abstain from Religious Instruction: Our programs refrain from religious instruction AND worship. Diversity is valued, and families are encouraged to share any special traditions.

Group Sizes:

Adult to child ratios are planned for in advance and follow Title 5 regulations.

**Preschool
(36 Months to Kindergarten)**

1 adult for every 8 preschoolers

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.

Education Team:

Tehama County Department of Education Early Learning Programs and Services department is very proud of the professionals that make up our education team.

All members of the team are committed to quality early learning education. The educators at each State Preschool site are fully qualified for their positions, and hold Child Development Permits through the Commission on Teacher Credentialing.

All members of the education team participate in a minimum of 21 hours of professional development each year.

Biographies of the Early Childhood Programs Teaching Team are posted at each site, and given to families during orientation.

North State Quality Counts:

All members of the Early Learning Program Team participate in our local North State Quality Counts Initiative, which is part of the California's Statewide Quality Initiative.

This initiative evaluates and assesses the effectiveness of instruction, and the learning environment. Results of these evaluations can be made available to families.

For more information, please see:
<https://sites.google.com/view/qcc-region-2-hub/home?authuser=0>

Instructional Materials:

This State Preschool Program utilizes a variety of instructional materials to meet the individual learning needs of our preschoolers. These include:

- Creative Curriculum: Study approach to learning. Learning about a topic of interest over time; typically about 4-8 weeks.
- Zoo Phonics: Alphabet Knowledge.
- Second Step: Social Emotional Learning.
- California Preschool Learning Foundations and Frameworks.
- The National Center for Pyramid Model Innovations- Pyramid Model of Social and Emotional Development.

Lesson Plans and Daily Schedules are posted at each site for your review.



Philosophy:

The staff and administrative team at Tehama County Department of Education know that young children thrive in safe, friendly, and respectful environments. Environments where educators are fully present, and work diligently to connect and extend children's learning.

Our program philosophy fosters a child-centered approach to learning, and is based on the guiding principles of the California Preschool Curriculum Framework:

- Relationships are central.
- Play is the primary context for learning.
- Intentional teaching enhances children's learning experiences.
- Family and community partnerships create meaningful connections.
- Individualization of learning includes all children.
- Responsiveness to culture and language supports children's learning.
- Time for reflection and planning enhances teaching.

(From CA Preschool Curriculum Framework, Vol. 1 Pg. 5).

We work to empower children, promote individuality, and develop strong partnerships with families.

We strive to create an environment that helps young children attain physical, cognitive, social, language and emotional achievements to be prepared for school.

VISION

To provide beautiful, nature inspired learning environments which support the whole child.

Program Goals:

- Create a warm, nurturing, safe, and cultural responsive environment that is inviting to children and families.
- Provide curriculum which is child centered, and emergent, based on the children's interests.
- Respond to the changing needs of children and families.
- Establish partnerships with families, offering collaboration opportunities in all aspects of the program.
- To be an integral part of the school campuses where sites are located; supporting the vision developed for each campus site.

PROGRAM PHILOSOPHY, GOALS & OBJECTIVES

Parent Education and Involvement:

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/Teacher conferences. These are held twice per year. Conferences provide an opportunity for parents to collaborate with the teacher to develop goals for their child.
- Reading to children during drop-off/pick-up.
- Parent Advisory Committee. These meetings provide an opportunity for parents to provide input on the nature and operation of the program.
- Participating or helping at family festivals/events.
- Ready Rosie Family Engagement. This is an ongoing tool which provides rich learning content and activities to engage children and families.
- Milestone Moments. This is a milestone checklist and activities to help your child grow and develop.



Parents interested in volunteering in the State Preschool classrooms must have a recent tuberculosis clearance, immunization and background clearance on file.

Please contact the ECE Coordinator for more information.

twilliams@tehamaschools.org

Family Rights:

Families who are enrolled in Tehama County Department of Education Early Learning Programs and Services have the following rights:

- ✓ An appeal process if you are in disagreement with a Notice of Action.
- ✓ To be an active participant in decisions regarding your child and their education.
- ✓ Unlimited access to your child while they are in the care of a TCDE ECE program.



Parent Advisory Committee:

Our goal is to provide a space for parents and guardians to be involved in the planning and development of the Early Learning Programs and Services their children attend.

Throughout the school year the Parent Advisory Committee will meet, in an effort to discuss the continued growth of the Educational Programming at Tehama County Department of Education.

Families who would like to participate are invited to contact their child's teacher, or the ECE Coordinator.

All families are welcome to participate.

Complete information regarding meeting dates, locations, and times for the committee will be sent out throughout the school year.

We hope you take advantage of this opportunity and enjoy your participation in the fullest!

PROGRAM PHILOSOPHY, GOALS & OBJECTIVES

Vision and Hearing Screening:

Our Goal is for all children to have access to hearing, vision, and developmental assessments while enrolled in Early Childhood Programs at Tehama County Department of Education.

With the permission of families, the county nurse provides hearing and vision screening to all children enrolled in State Preschool. These screenings are conducted in the fall at each site during school hours.

Ages and Stages Questionnaire:

To support the Tehama County *Help Me Grow* initiative, which is for all children before the age of three to be screened utilizing an ASQ, all preschool children will be screened in the fall and as needed in the spring of each program year. Your child's classroom team of educators will share more information with you when the time comes.

Nutrition Services:

Our goal is to ensure children have nutritious meals and snacks during their time in the program. Meals and snacks are culturally and developmentally appropriate and meet the federal Child Care Food Program. These meals are carefully planned to ensure children receive the balanced nutrition they need to grow and thrive. Families are welcome to send meals and snacks from home if preferred, as long as the food provided meets basic nutritional standards. If you would like guidance on nutritional standards, please reach out to your Site Supervisor.

*Please note that sugary treats are reserved for celebrations. Thank you for partnering with us in promoting healthy eating habits for all children.

Health and 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 Resource Checklist form is completed three times throughout the year. Upon enrollment, and at both the Fall and Spring Family Conference.

This form helps to identify the needs of both the child and family, so that the child may be successful in care and school. Based on the results, staff provide parents with referrals to other agencies in the community. In addition, staff follow-up with parents to ensure their needs have been met.



If your child has any food allergies, or can not eat certain foods for religious or personal reasons, please notify the Early Childhood Programs Enrollment Technician during enrollment.

PROGRAM PHILOSOPHY, GOALS & OBJECTIVES

Education Program:

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

Cognitive and 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.

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 and 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 capacity in social relationships.

Developmental Assessments:

We use a tool called the Desired Results Developmental Profile (DRDP-2015) to assess the development of children.

With this tool:

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



PROGRAM PHILOSOPHY, GOALS & OBJECTIVES

Environment:

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

The Early Childhood Environment Rating Scale is completed on each classroom annually. The information obtained from this assessment is then used to help teachers design and purchase materials each school year to enhance their classroom environments.

Our environments are set-up using our curriculum *The Creative Curriculum*, which features exploration and discovery as a way of learning, enabling children to develop confidence, creativity, and lifelong critical thinking skills.



Program Self Evaluation Process:

Our goal is to ensure our programs are meeting and exceeding the regulations which the California Department of Education Early Education Division has outlined for California State Preschool Programs.

Our department conducts a yearly self-assessment of its programs. During this process, we identify areas of compliance and non-compliance, and work together as a team to develop a written growth plan.

Families are welcome to participate in this process. Each program year, this report is due to the California Department of Education by June 1.

For our Program Summary of Improvement, we review data from the following annually:

- Desired Results Developmental Profiles
- Early Childhood Environment Rating Scales
- Compliance Monitoring Reports
- Family Surveys

SELECTION & ENROLLMENT PROCESS

Step 1: Learn How to Apply

How to Apply

If you need any assistance with completing the application, please call 530.528.7324.

Please fill out the online application in its entirety.

Upon completion, an Early Learning Programs and Services team member will be in contact with you regarding your application within 2-3 business days.

Once you submit your application, you can reopen and adjust any information.

All required documentation can be submitted through this online application by taking a picture and uploading them.

A valid email address is required to complete the application. If you do not have an email address, you can create one here: <https://bit.ly/2pSkbUy>

2025/2026 Enrollment Link:

<https://tehamacde.sishubbe.com/Parents/EarlyChildhoodPrograms/Login/Register>

Step 2: Pick up a Packet

After receiving your application, the Enrollment Technician will reach out to confirm your eligibility and to set up a time for you to pick up the required documentation.

Step 3: Verify Eligibility

Attend an in-person appointment at Tehama County Department of Education.

When an opening is available, we access the waiting list and contact families based on the priorities as outlined in the Admission Priorities section of this handbook.

Waiting List:

Our programs have 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.

Families are placed on a waitlist for services, and are enrolled following Admission Priorities outlined by the California Department of Education.

Income Priorities:

When an opening is available, we access the waiting list and contact based on CDE Enrollment Priorities. Income Eligibility is one way that applications are prioritized. Income thresholds are updated By CDE annually.

Maximum Income for 2nd, 3rd, 4th, & 6th Priorities:

Family Size	Total Countable Monthly Income
1-2	8,071
3	9,159
4	10,612
5	12,309
6	14,007
7	14,326
8	14,644

Maximum Income for 5th Priority:

Family Size	Total Countable Monthly Income
1-2	9,282
3	10,532
4	12,203
5	14,156
6	16,108
7	16,474
8	16,840

SELECTION & ENROLLMENT PROCESS

Admission Priorities:

Our State Preschool Program has limited openings for eligible families. The first step to access our program is to be placed on our wait list through the process identified in the prior page. When an opening is available, we access the waiting list, and contact families based on the following program enrollment priorities as determined by the California Department of Education.

NOTE: Per CDE guidance, 7.5% of CSPP funded enrollment is reserved for Children with Exceptional Needs & family meets the need criteria.

Only the child in the family who has exceptional needs may be enrolled under this eligibility criteria.

PART-DAY CSPP

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

Second: Once the set-aside is filled, child with exceptional needs 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 waitlist for the longest time..

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

Fifth: Family resides in approved Neighborhood School Boundary. Prioritize based on income ranking order.

Sixth: Children enrolling in CSPP to provide extended learning and care to Transitional Kindergarten or Kindergarten pupils (must meet an eligibility criteria)

FULL-DAY CSPP

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

Second: Once the set-aside is filled, child with exceptional needs from income eligible family AND family meets a need criteria. Prioritize based on income ranking order.

Third: Eligible children not enrolled in Transitional Kindergarten AND family meets a need criteria. 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 waitlist for the longest time.

Fourth: Family income is not more than 15% above income threshold AND family meets a need criteria. Prioritize exceptional needs children, then 4 year olds, then 3 year olds. (limited to 10% of funded enrollment) Eligible 3 year old AND family meets a need criteria. Within each ranking prioritize dual language learners, then based on earliest wait list date.

Fifth: Family meets eligibility criteria, but does not meet a need criteria. Prioritize based on income ranking order.

Sixth: Family resides in approved Neighborhood School Boundary. Prioritize based on income ranking order.

SELECTION & ENROLLMENT PROCESS

Important- Emergency Form:

For your child's safety, the Emergency Form that you complete at enrollment must remain current. Please notify the classroom educators immediately of changes in:

- **Your address.**
- **Your phone number.**
- **Individuals authorized to pick up child from preschool.**
- **Child custody orders.**
- **Emergency contacts.**

Only authorized individuals listed on the emergency card may pick your child up from school. Adding an authorized individual **must be done in person.**

Biological parents listed on a child's birth certificate will be able to pick up their child, unless current court ordered paperwork is included in the child's file.

Tehama County Department of Education Early Learning Programs and Services uses HUBBE, an electronic attendance program. Authorized individuals will follow sign in and out procedures utilizing electronic signatures.

HUBBE automatically enters the time upon signing in and out.



Sign in/Sign out Procedures:

Signing in and out is a required action.

This is the primary source document which auditors use to monitor attendance at our Early Childhood Programs. This must be an authentic and accurate record of the time a child is in care.

Parents/Guardians, or their authorized representatives included on the emergency form, are responsible to sign children in and out of care everyday using their full name, first and last.

If the child was absent from care for a day which they were scheduled to attend, the parent/guardian must notify the center that same day to inform teaching staff the reason for the absence.

Code of Ethical Conduct:

All families must commit to demonstrate the following core standards/values during all interactions while enrolled in our program:

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



Safe School and Harassment Policy:

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

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

Suspected Child Abuse:

All Tehama County Department of Education employees are mandated reporters, and therefore required under California Penal Code Section 11165.7 to report any suspected cases of child abuse or neglect. This abuse includes physical abuse, sexual abuse, emotional abuse, or neglect.

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

Pesticide Notification:

During enrollment, families are given the option to be personally notified 72 hours before each pesticide application at their child's preschool. Families can waive this option.

All pesticide use is posted at the site 72 hours before application.

Disaster/Evacuation Plan:

In the case of a major disaster, children will remain under the supervision of school staff until it is safe to release children to parents/guardians. Every classroom has emergency supplies on hand, and a classroom specific disaster plan posted at the site.

Ask your child's teacher for more information if you are interested.

Clothing and Items from Home:

Your child will be very active during classroom activities and should dress in comfortable and washable clothes. Children have the opportunity to remove their shoes in the classroom and while in the sandbox outside if they choose. 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 State Preschool classrooms.

Child Supervision:

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

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

Parents must:

- Ensure gate and door is closed and secured.
- Respect our 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.

GENERAL POLICIES

Photo Consent:

As part of the program of activities, photos/videos of your child(ren) may be taken and shared with written permission.

By granting permission, the photos and videos may be used by the Tehama County Department of Education, for publications to include, but not limited to, program handbooks, social media websites, recruitment efforts, class photos, newsletters, and/or displays.

Discipline & Guidance:

Rules 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 is 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 work to build a positive relationship with every child. Every effort will be made to handle discipline problems through redirection, problem solving, re-arrangement of the environment, and staff - parent collaboration. Open-communication with each other is key.

There will be no use of corporal punishment or violation of personal rights. We do not spank, punish or threaten our students.

Every effort will be made to handle discipline problems through redirection, problem-solving, re-arrangement of the environment, and staff-parent collaboration.

Open communication is key.



Child Guidance Policy:

The goal of the Early Childhood Program's guidance policy is to assist children in developing emotional regulation and self-discipline. We help children develop self-discipline by:

- Providing opportunities for children to select activities.
- Provide clear and consistent classroom expectations
- Modeling desired behaviors such as fairness and cooperation.
- Redirect behavior quickly
- Providing a calm-down area for children to access when needing to self-regulate.
- Physical punishment is never a tool used for guidance.

GENERAL POLICIES

Child Suspension and Expulsion

Ed Code 8489.1 | WIC 10491.1

Our program only uses suspension or expulsion as a last resort, and in extraordinary circumstances when there is a serious safety threat that cannot be reduced or eliminated. In addition, the program can not persuade or encourage a child's parents or legal guardians to voluntarily unenroll from the program due to a child's behavior.

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

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

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

A 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. Note that the child may not attend the program during the appeal process.

For the California State Preschool Program(CSPP) submit an appeal to:

Mail: California Department of
Education(CDE) | Early Education Division
Attn: Appeals Coordinator1430 N Street, Suite
3410
Sacramento, CA 95814
Email: ELCDAppeals@cde.ca.gov
Telephone:916-322-1273Fax:916-323-6853

Process and Procedure

Supporting Children with Persistent/Serious
Challenging Behaviors

Ed Code 8489.1 | WIC 10491.1

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

This procedure was developed to provide individualized, more intensive interventions to children who are exhibiting persistent and/or seriously challenging behaviors in our State Preschool program.

STEP 1:Gather Data, Establish a Child Success Team (Example: Parent/Guardian, Teacher, Site Supervisor, Mental Health Consultant and/or IFSP/IEP Agency Representative) & Engage with Parent/Guardian• Complete Persistent/ Serious Behavior Report• Complete screening using the *Ages& Stages Questionnaire-Social Emotional AND access Learn the Signs. Act Early.* materials/resources.

STEP 2: Develop Behavior Plan• In partnership with the parent/guardian, the Child Success Team will develop a plan of action or intervention to better support the child who is exhibiting persistent and/or serious challenging behaviors. • Determine if there are appropriate community resources available. If applicable, contact/refer. • Provide a copy of the Behavior Plan AND this Process/procedure to the parent/guardian

STEP 3: Behavior Plan Check-in• Evaluate the behavior plan to assess progress and if applicable identify new needs of the child who is exhibiting persistent and/or serious challenging behaviors.

NOTE: If removing a child from a specific situation to calm down for a brief time is a strategy used to return the child to full participation in program activities, then it must be documented in the child's behavior plan and teacher-to-child ratio requirements must be followed at all times.

Injuries and First Aid:

We want to assure you that your child's safety is our utmost priority at all of our TCDE State Preschools. While we take every precaution to prevent accidents, we understand that children are naturally active and curious, which sometimes leads to minor bumps and scrapes.

All of our TCDE State Preschool staff are CPR and First Aid certified, and will provide immediate and caring attention to enrolled children anytime they are hurt or injured.

For minor incidents like small cuts, bruises, or scrapes, we will provide necessary first aid, and inform you upon pickup.

For incidents more serious, including head or dental injuries, we will contact you immediately through the Learning Genie parent communication application and via telephone to determine the necessary medical attention to be sought, as outlined in the Consent for Medical Treatment form, Community Care Licensing form # LOC 627, which each family completes upon enrollment.

All families will receive a written incident report explaining the nature of the injury, and a report of the first aid and care which was provided to the child at the end of the child's day.



Health Policy:

Tehama County Department of Education Early Childhood Programs will not discriminate against any child based on their individual health needs.

We will make reasonable modifications within classroom settings to include children with specific health concerns. This includes, but is not limited to, epilepsy, asthma, diabetes, allergies, feeding tubes, mobility impairments, or any other health requirement which can be reasonably modified.

Prior to starting school, children who require health plans or reasonable modifications will be referred to our school nurse who will work with the family, medical provider, and program staff to ensure that proper training and protocols are put in place.

Families must provide all necessary health equipment for children to be successful in the school environment.

Illness Policy:

Only children who are well may attend school for the day. If a child becomes ill during the day, the parent/guardian will be called to pick up the child.

Children attending school will be considered well if they are able to fully participate in the program, both inside and out, unless other specified medical restrictions.

Daily Health Screening and Exclusion:

Community Care Licensing requires that each child receive a daily health check upon arrival at the center. No child shall be accepted without contact between center staff and the person bringing the child to the center. The person bringing the child to the center must remain until the health check has been completed and the child is accepted.

Children will be excluded from the State Preschool classroom if:

1. **Gastrointestinal** nausea, vomiting, diarrhea, abdominal pain within the last 24 hours.
2. **Throat and neck** redness, spots, sore throat, infected tonsils, swollen glands.
3. **Eyes** discharge and/or redness. After a diagnosis of pink eye (conjunctivitis) a child must be on antibiotics for 24 hours, and all signs of infections gone.
4. **Skin** rashes, spots, eruptions, etc.
5. **Hair** lice/nits, infected areas on scalp. If lice is present, child's hair must be treated, and have all live lice and nits (within an inch of the scalp) removed before a child can return.
6. **Nose and ears** discharge with symptoms such as fever, coughing or other symptoms
7. **Temperature** fever over 100 degrees F within the last 24 hours.

GENERAL POLICIES

Americans with Disabilities Act:

We welcome the enrollment of children with disabilities and understand the requirement of the American with Disabilities Act (ADA) to make reasonable accommodations for such children and implement those accommodations.

Reporting Safety Concerns:

If you have safety concerns which are not resolved after sharing with program staff, including the program director, you can contact Community Care Licensing (CCL). CCL enforces Title 22 Licensing regulations and oversees the health and safety of Licensed Preschool Programs.

Contact our local CCL office at:
Community Care Licensing
520 Cohasset Rd., Suite 170
Chico, CA 95926
(530) 895-5033
www.cclld.ca.gov

Anyone has the right to review licensing reports by contacting CCL, as stated in Title 22 Regulations, Section 101220.

For more information about programs within Tehama County Department of Education Early Childhood Programs please contact the Program Director.

Napping:

Children under the age of 5 are required by Community Care licensing to have the opportunity to nap or rest without distraction or disturbance from other activities by providing an individual napping space and a cot or mat.

Children attending Full Day programs are given this opportunity to rest/nap daily. All children must rest/nap for a minimum of 30 minutes. Each child will be assigned a cot and sheet for their use only. Soothing music will be played, and program staff will assist children in resting by offering to rub/pat backs.

If after 30 minutes there are children who are not sleeping, an alternative activity will be provided.

The rest of the children may get up as they wake up. All children will be awake by 2:30pm.

Families may provide children with a small pillow, blanket and a stuffed animal if they wish. These items are left as school during the week, and sent home on the child's last day of attendance. All items taken home must be returned on Monday.



Medication:

In the event that your child needs to take 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.

Additionally, the Parent Consent for Administration of Medication form LIC 9221 will need to be signed by the parent before medication will be administered.

Medications must be in the original container with your child's name on the pharmacy label. Always give medications directly to the classroom education team, and do not leave it in your child's bag.

Listen-in Devices Policy

Per Education Code section 48901.5, the district can prohibit the possession or use of listening devices. The use of a Listen-In feature during the school day violates Education Code 51512, prohibiting the use of any electronic listening or recording devices in any classroom. The Listen-In feature violates Penal Code section 632, subjecting eavesdropping on confidential communication to criminal penalties.

Tehama County Department of Education Early Learning Programs and Services does not consent to the use of Listen-In features on any devices. Therefore, no Listen-In devices will be permitted at Tehama County State Preschool sites. If your child comes to school with a listening device then the family will be required to come to retrieve it.

We are committed to the safety and well-being of all students while they are at school. All Tehama County State Preschools follow Community Care Licensing, Title 22, and California Department of Education, Title 5 regulations. Parents or guardians who express concerns about the safety of their children should contact the ECE Coordinator for the Early Learning Programs and Services department for support.

The decision to prohibit Listen-In devices at our Tehama County State Preschool sites reflects our commitment to fostering a safe, supportive, and developmentally appropriate environment for all children entrusted to our care.



GENERAL POLICIES

Toileting:

A child does not have to be 'toilet trained' to attend TCDE State Preschool Programs. Based on your child's individual needs, we can assist them in the toilet training process, or make accommodations for your child's special needs.

It is not a requirement for parents to come and change their child in the event of a toileting accident. Parents may however request to be notified by the classroom education team.

Parents are asked to send their children in underwear or disposable training pants. Parents of children wearing disposable training pants will need to ensure their child starts the school day with clean disposable training pants.

All children must have 3 or 4 changes of clothing on site to support success during this toilet training process.

Educators will support children verbally through how to change themselves. If a child cannot change themselves, staff will ask them "do you need help?" and provide assistance if requested.

Staff will use gloves and wipes to help clean a child who has soiled their disposable diapers or underwear.

For your child to be successful we will work with each family to develop a plan and strategies which are consistent between home and the classroom.

For more specific information, or to find out additional information regarding the 'toilet training' process and how we can best support your child, please contact the ECE Coordinator at (530)528-7366.

Birthday and Holiday Celebrations:

In regards to birthdays and holidays, we want to be culturally respectful of the diversity of our families' personal and religious beliefs. We strive to have an environment which is inclusive, where all children can participate in our programs' curriculum.

The day of your child's birth will be acknowledge and celebrated with song and children encouraged to draw a special drawing to contribute to a class birthday book. A small store bought treat can be handed out as children leave for home.

Educators will discuss the many different ways we celebrate holidays in our homes. Religious holidays (Halloween, Christmas, Easter, etc.) will not be celebrated in the traditional sense in our classroom.

Instead, celebrations will center on learning and non-holiday related content. End of the study celebrations are incorporated into the Creative Curriculum. Ask your child's teacher for more information!





Late Policy:

It is each family's responsibility to ensure that their child is picked up promptly at the end of their certificated hours. If you find that you will be late, you must make arrangements with an authorized person (listed on your child's emergency card) before the end of class for Part Day Classrooms, or before the end of your child's certificated schedule for Full Day Classrooms.

- In the event that no authorized person can be contacted and/or your child has not been picked up 20 minutes after their certificated hours have ended, the local authorities will be contacted.

Late Pick-Up Procedure:

Should you or your authorized person arrive late to pick up your child more than two times the following will occur:

1. State Preschool staff will notify the ECE Coordinator. The ECE Coordinator will issue a Written Notification identifying the importance of prompt pick-ups', and the potential of being terminated from the program if additional violations of the late policy continue.
2. If late pick-ups continue for a third time, a conference with the ECE Coordinator will be scheduled to problem solve. A Child Attendance Success Plan will be completed with the Parent/Guardian.
3. Additional violations of the late policy will lead to a Notice of Action being issued by the Program Manager of The Early Learning Programs and Services to discontinue enrollment in the California State Preschool Program.

Certification/Recertification of Eligibility:

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

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

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.

Court Order

If there is a court order that impacts child care services, it must be included in the family data file.

Proof of Residency

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

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

If enrolled as a FRPM CSPP 3 or 4-Year Old additional Proof of Current Residency is required:

- Verified residency within approved FRPM elementary 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



PARTICIPANT QUALIFICATIONS & CONDITIONS



Exceptional Needs Child

If your child has identified exceptional needs, your family file must contain an Individual Education Plan or Infant and Family Service Plan in order for us to best serve your child.

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.

Health and Emergency Information

Participants must provide child health and current emergency information, along with current immunization records for enrolled children.

For more information about what immunizations are required for children attending a preschool program please review:

<https://www.shotsforschool.org/child-care/>

Proof of Family Size:

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

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

Participants must provide the names of the adults and the names, gender and birthdates of the children identified in the family. At least one document for **ALL** children counted in the family size must be on file and indicate the relationship of the child to the parent. Eligible documents include, but are not limited to any of the following examples:

- Birth Certificate or other live birth records.
- Child Custody Court Order.
- Adoption documents.
- Foster Care placement records.
- County welfare department records.
- Other reliable documentation indicating the relationship of the child to the caregiver.

PARTICIPANT QUALIFICATIONS & CONDITIONS

Eligibility Criteria:

Eligibility is based on either child or family eligibility. Participants must provide documentation of eligibility in **1** or more of these categories:

CHILD ELIGIBILITY

- Child protective services (Referral letter from CPS unit)
- At-risk of abuse, neglect or exploitation (Referral letter from legal, medical, social service agency or emergency shelter)
- Child with Exceptional needs (must have IFSP or IEP on file)

FAMILY ELIGIBILITY

- Homelessness (Referral Letter or Parental Declaration/ Services may be provided for the first 30 days while family obtains the required documentation)
- CalWORKs cash aid recipient (Proof of current aid)
- Reside within approved FRPM elementary school boundary (4 year old only)
- Income eligible & 15% above income threshold (Documentation of all countable income)
 - **Regular & Steady Income:** Total countable income from either month of the 2-month window immediately preceding certification (*Note: For income eligibility, we will determine which 4 week window within the preceding 2 months benefits the family the most*)
 - **Fluctuating or Inconsistent Income:** Total countable income from 12 months immediately preceding certification
 - **Guardian/Foster:** Full month of current income received for the child & related siblings



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

Maximum income threshold:

Family Size	CSPP 100% of SMI	CSPP 15% above SMI
1-2	8,071	9,282
3	9,159	12,203
4	10,612	12,203
5	12,309	14,156
6	14,007	16,108
7	14,326	16,474
8	14,644	16,840
9	14,962	17,207
10	15,281	17,573
11	15,599	17,939
12	15,917	18,305

Participants whose eligibility is based on income must notify our agency **within 30 days** if their total countable monthly income, at any time during their certification period, exceeds the maximum income threshold for ongoing eligibility.

PARTICIPANT QUALIFICATIONS & CONDITIONS

COUNTABLE/NON-COUNTABLE INCOME REFERENCE SHEET

Countable Income is income of individuals counted in the family size that shall be included when calculating the adjusted monthly income for purposes of determining income eligibility and family fees.	Non-Countable Income is income of individuals counted in the family size that shall be excluded when calculating the adjusted monthly income for purposes of determining income eligibility and family fees.
1. Gross wage or salary, commissions, overtime, tips, bonuses, gambling or lottery winnings 2. Wages for migrant, agricultural, or seasonal work 3. CalWORKs cash aid 4. Gross income from self-employment less business expenses with the exception of wage draws 5. Disability or unemployment compensation 6. Worker's compensation 7. Spousal support, child support from the former spouse or absent parent, or financial assistance for housing costs or car payments paid as part of or in addition to spousal or child support 8. Survivor (i.e., SSA) and retirement benefits 9. Dividends, interest on bonds, income from estates or trusts, net rental income or royalties 10. Rent for room within the family's residence 11. Financial assistance received for the care of a child living with an adult who is not the child's biological or adoptive parent 12. Veteran's pension 13. Pension or annuities 14. Inheritance 15. Allowances for housing or automobiles provided as part of compensation 16. Insurance or court settlements for lost wages or punitive damages 17. Net proceeds from the sale of real property, stocks or inherited property 18. Other enterprise for gain	1. Earnings of child under eighteen (18) years 2. Loans 3. Grants or scholarships to students for educational purposes 4. Federal Supplemental Assistance Program (CalFRESH/SNAP) or Women, Infants and Children (WIC) benefits or other food assistance 5. Earned Income Tax Credit or tax refund 6. Foster care grants, payment or clothing allowances for children placed through child welfare services 7. Relative Caregiver Funding Program 8. California Guaranteed Income Pilot Program 9. GI Bill entitlements, hardship or hazardous duty, hostile fire or immediate danger pay 10. Adoption assistance payments 11. Non-cash assistance or gifts 12. All income of any individual counted in the family size who is collecting federal Supplemental Security Income (SSI) or State Supplemental Program (SSP) benefits 13. Insurance or court settlements including pain and suffering and excluding lost wages and punitive damages 14. Reimbursements for work-required expenses that include uniforms, mileage, or per diem expenses for food and lodging 15. Business expenses for self-employed family members 16. When there is no cash value to the employee, the portion of medical and/or dental insurance documented as paid by the employer and included in gross pay 17. Disaster relief grants or payments, except any portion for rental assistance or unemployment 18. AmeriCorps Volunteers In Service to America (VISTA) and Federal Emergency Management Agency (FEMA) stipends, room and board, and grants

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

PARTICIPANT QUALIFICATIONS & CONDITIONS

Need for Services:

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

Need Exceptions:

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

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

Need Criteria:

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

- Family's whose eligibility criteria is CPS or At Risk
- Employment Verification
- Declaration of Self-Employment
- Request & Plan to Seek Employment (Max 5 days per week, for less than 30 hours per week)
- Training Verification (Training leading to a vocational goal & must make adequate progress. In addition, services are limited for up to 6 years from the date participant starts classes **or** until participant reaches 24 units after the attainment of a bachelors degree)



- Educational Program Verification (English Language Learner, High School Diploma or High School Equivalency Certificate. **In addition, services are limited for up to 6 years from the date participant starts classes**)
- Request & Plan to Seek Permanent Housing (Max 5 days per week, for less than 30 hours per week)
- Homelessness Referral Letter (Max 5 days per week, for less than 30 hours per week)
- Statement of Parental Incapacity (Max of 50 hours per week)
- Welfare to Work Plan Activity Assignment (CalWORKs programs)
- No Established Need: Parent Request form (State Preschool only)



Determining a Child's Schedule:

Services are available when:

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

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

- **Consistent Schedule:** Certified schedule will be based on the verified number of days and hours, or total number of hours parent consistently or expects to work each week.
- **Variable Schedule:** Certified schedule will be based on the highest number of hours worked in any given week within the two-month window preceding certification, OR if there is no work history, the highest number of total hours per week the employer expects the parent to work.

Travel time only applies to parents who are working or in school. To determine the maximum authorized drive time, divide the work or school hours day by 2. Travel time can not be more than 4 hours/day (2 hours each way); and, not more then the time from the child's care site to work or school and back.

Sleep time is available for parents who work between the hours of 10 PM and 6 AM. The allowed sleep time can be equal to the authorized work and travel time between 10 PM and 6 AM.

Please note that sleep time is not automatic and must be requested in writing.

PARTICIPANT QUALIFICATIONS & CONDITIONS

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 eligibility is based on income and the family'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 period the following must be submitted:

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

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

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

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



REQUEST TO CHANGE SERVICES: CENTER-BASED

This form is used for the purpose of voluntarily reporting changes during a family's certification period.

Note: After receipt of this form & documentation to support the requested change, our office will issue a Notice of Action indicating the outcome of your request. No other changes will be made to your service agreement, other than the requested change(s).

REQUEST TO CHANGE SERVICES

I am voluntarily reporting changes in order to:

- ☐ Reduce my family fees
- ☐ Disenroll from the program due to no longer needing services
- ☐ Change my service schedule (days and/or hours of service) as follows:

Effective Date:	Child(ren):
Days & Hours Requested	
Consistent or Variable Child Schedule:	
Child Non-School Days & Hours:	
Child School Days & Hours:	

REASON FOR REQUEST & SUPPORTING DOCUMENTATION

Change in Income Income documentation (all sources): ☐ Regular & Steady Income: Total countable income from either month of the 2-month window immediately preceding ☐ Fluctuating or Inconsistent Income: Total countable income from 12 months immediately preceding ☐ Employment Income Verification Release	Change in Family Size ☐ Increase in family size: Documentation connecting the parent to the new child, such as a birth certificate ☐ Decrease in family size: In writing, indicate the individuals first & last name, along with reason-
Change in Need Employment Verification Training Verification, including Class Schedule Educational Program Verification, including class schedule Request to Actively Seek Employment Statement of Incapacity Request to Seek Permanent Housing	Child Started/Changed School In writing, indicate the child(ren) name, school name & school hours -
Disenrollment of Services In writing, indicate the reason for disenrollment, name(s) of child(ren) that no longer need services & the last day services are needed -	

My signature below, acknowledges my right to voluntarily report the change(s) listed above & that I understand I have the right to continue bringing my child to care based on the original certified service level. If I am requesting a decrease to my certified schedule, I understand the new schedule would replace my current schedule, and if I choose to increase my certified schedule at a later time, I will be required to provide additional documentation. I swear under penalty of perjury, to the best of my knowledge, that the above information is true & correct.

Parent/Guardian Printed Name _____ Signature _____ Date _____

Courtesy of MonarchLink.com

After receipt of this form and documentation to support the requested change, TCDE Early Learning Programs and Services Department will issue a Notice of Action within 10 business days indicating the outcome of your request.

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

PARTICIPANT QUALIFICATIONS & CONDITIONS

Family Fees:

Some families enrolled in the program may have a family fee based on their total countable income, family size and certified hours of care. The Tehama County Department of Education will assess the family fee at the time of enrollment and note on the NOA that families will be responsible to pay their monthly family fee.

Family fees are due on the first of every month and are considered late after the seventh calendar day.

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

Family fees are determined using the family fee schedule approved by the California Department of Finance.

Assessment:

Family fees are only assessed at:

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

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

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

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

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

Exemptions:

The following are exemptions:

- Families receiving CalWORKs cash aid.
- Families with children that have been identified as being at-risk or who are receiving Child Protective Services may be exempt from paying fees for up to 12 months if the referral determines the fee waiver to be necessary.

Receipt for Payment of Fee: The Tehama County Department of Education Early Learning Programs and Services shall provide an original copy of a pre-numbered receipt to each person who pays a fee. The receipt shall show the amount paid, the date of payment, the rate of payment and the period of service purchased. Tehama County Department of Education Early Learning Programs and Services shall retain a copy of the receipt in its fee assessment records.



Delinquent Fees; Notice of Delinquency; Plan for Payment:

Fees shall be considered delinquent after seven calendar days from the date the fees were due.

A Notice of Action (NOA), Recipient of Services shall be used to inform the family of the following:

1. The total amount of unpaid fees;
2. The fee rate;
3. The period of delinquency; and
4. That services shall be terminated two weeks from the date of the Notice unless all delinquent fees are paid before the end of the two-week period, or a repayment plan is agreed upon.

Tehama County Department of Education Early Learning Programs and Services shall accept a reasonable plan from the parent(s) for payment of delinquent fees. The Early Learning Programs and Services Department shall continue to provide services to the child, provided the parent(s) pay the current fees when due and complies with the provisions of the repayment plan.

Consequences of Nonpayment of Delinquent Fees

Upon termination of services for nonpayment of delinquent fees, the family shall be ineligible for preschool services until all delinquent fees are paid.



Importance of Attendance:

Attend today, achieve tomorrow

Your child's regular attendance matters...



Infant/Toddler

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



Preschooler

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



Elementary

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



Middle or High Schooler

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



Adult

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

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

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

Attendance Expectations/Policy:

Children are **expected to attend child care based on their certified schedule** determined at certification, recertification and when a participant voluntarily requests to change their service level.

Participants may voluntarily request to change their child's service level (See Right to Voluntarily Report Changes).

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

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

ATTENDANCE

Sign In & Out Procedures:

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

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

Absence Policy:

Excused Absence:

- 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, counseling or therapy
- Court ordered visitation for time spent with a parent or relative as required by law. (Court order must be on file)
- Family emergency for unplanned situations of a temporary nature including court appearance, death, accident, hospitalization of a family member, no transportation, illness of sibling or due to sheltering in-place

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

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

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

Excessive Absences

An attendance success plan will be completed for any child that is absent 2 unexcused absences or more in any given month.

If excessive unexcused absences continue after a plan is put in place, a family may be disenrolled from the program.

If you are not using at least 75% of your certified hours:

1. Enrollment Specialist will reach out to you to explore your options.
2. If unexcused absences continue, you will receive a written notice.
3. If unexcused absences continue, you will be issued a notice of action, and your child may be dropped from the program.

Abandonment of Care

The program does not allow families to be enrolled in a program if they are not using services.

Your child(ren) will be disenrolled when there has been no communication with the center for 30 consecutive calendar days.



Family Request to Disenroll:

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

Agency Disenrollment Policy:

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

- Falsification or providing misleading information or inaccurate documentation.
- Knowingly misrepresenting eligibility, using incorrect or inaccurate information to obtain a benefit that the parent would otherwise not be entitled to receive.
- Failure to provide current and correct information at the time of certification or recertification.
- Failure to complete the recertification process within the designated 50 day recertification period.
- Family income exceeds the maximum income threshold (full-day programs).
- Misrepresentation of income and/or eligibility .
- Non-compliance of Tehama County Department of Education program policies.
- Abandoned child care for 30 consecutive calendar days without notice.
- Failure to complete or falsification of sign-in/out sheets accurately and on a daily basis.
- Failure to keep appointments.
- Threatening, yelling, cussing or acting unethically towards any staff member, family member, or any other individual on the department grounds.
- Violation of the Safe School and 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.



Escalation Process

Complaints Regarding Program Staff:

Program staff work to ensure that you and your family have a positive experience in the program.

If you have concerns that are not complaints of unlawful discrimination or alleged violations of laws or regulations and would like to make a complaint, please follow the escalation process, so that concerns can be addressed and resolved in the correct manner.

Level 1:	Complaint is brought to the attention of the Site Supervisor.
Level 2:	If complaint is not resolved by the Site Supervisor, it is brought to the attention of the ECE Coordinator.
Level 3:	If complaint is not resolved by ECE Coordinator, it is brought to the attention of the Program Manager.

Uniform Complaint Procedure:

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. Procedures are mailed annually to parents or are available anytime by contacting our office.

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

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

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

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint form (AD-3027) found online at usda.gov/oascr, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form.

To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: 1) Mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 | 2) Fax: (202) 690-7442 | 3) Email: program.intake@usda.gov. This institution is an equal opportunity provider.

Program Decision Complaints (Appeal Process):

Parents enrolled in state subsidized programs have the right to a fair and unbiased hearing if they disagree with a proposed action. Upon receipt of an on-time request for an appeal hearing, the intended action will be suspended and child care services will continue until the appeal process has been completed. 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:

Tehama County Department of Education

Attention: Sara Smith

1135 Lincoln St.

Red Bluff, CA 96080

Telephone (530) 528-7340

Step 2: Schedule Hearing

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

Step 3: Conduct Hearing

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

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: Agency Hearing Decision

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

Step 5: If Parent Disagrees with Hearing Decision

If parent disagrees with the written decision, they have 14 days from date of the written decision to file an appeal with the appropriate agency. The appeal(s) 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.

For Child Care and Development Programs (CCDP) submit appeal to:

Mail:

California Department of Social Services (CDSS)
Child Care and Development Division
Attn: Appeals Coordinator
744 P Street, MS 9-8-351
Sacramento, Ca 95814

Email: CCDDAppeals@dss.ca.gov

Telephone: 833-559-2420

Fax: 916-654-1048

For California State Preschool Programs (CSPP) submit appeal to:

Mail:

California Department of Education (CDE)
Early Learning and Care Division
Attn: Appeals Coordinator
1430 N Street, Suite 3410
Sacramento, CA 95814

Email: ELCDAppeals@cde.ca.gov

Telephone: 916-322-1273

Fax: 916-323-6853

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

Step 6: ELCD/CCDD Hearing Decision

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



Program Handbook Acknowledgement of Receipt of Written Policies

My signature below acknowledges that I have received a copy of or have chosen to access online the program handbook. I acknowledge that I have read, understand and agree to abide by these guidelines. I understand that I may be dis-enrolled from the program if I do not follow the program policies.

Child(ren) Name: _____

Parent/Guardian Printed Name: _____

Legal Signature: _____ Date: _____

