



PARENT HANDBOOK

"Success Starts Here"

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Dear Parent/Guardian:

Welcome to Young Horizons Child Development Centers! It is a pleasure to offer our services to you and a privilege to share in the growth and development of your child. We hope to build a long-lasting relationship with you and your child/children as we watch them grow together!

Young Horizons, a 501(c)(3) nonprofit organization, has been serving the Long Beach community since 1984 and has been in existence since 1969. Our most important job is caring for children. We provide a critical service, not only for the family, but for the community as well. Our program emphasizes early education skills for children to enter Kindergarten ready to learn. You can go to work or school confidently, knowing that your child/children is/are safe, well cared for and happy.

We make it a priority to hire competent staff whose life passion is working with children. All of our certified Teachers have the required education and specialized training to work with young children. They provide developmentally appropriate activities for the children to learn and develop physically, cognitively, socially, creatively, and emotionally.

This handbook is provided to inform you of our policies and expectations for the program. Please keep it in a safe location so that you may refer to it when a question arises.

Please know that we are available to answer any questions or concerns. We hope you will have a wonderful experience at Young Horizons!

Thank you,


Sarah M. Soriano
Executive Director


Danielle Triplett, M.A.
Program Director

OUR PROGRAM

MISSION

The mission of Young Horizons Child Development Centers is to provide quality childcare and preschool programs to children in a Caring, Loving, and Learning environment.

AGES OF CHILDREN SERVED

Young Horizons offers two state-funded programs for eligible families: Full and Part-day Early Learning and Care and California State Preschool Program (CSPP) for 2-, 3- and 4-year-old children and full-day Early Care and Education for children from 6 months to 3 years (CCTR).

GROUP SIZES

Adult-to-child ratios are based on the age of the child following Title 5 regulations:

Infant (birth to 18 months): 1 adult for every 3 infants

Toddler (18 months to 36 months): 1 adult for every 4 toddlers

Preschool (36 months to Kinder): 1 adult for every 8 preschoolers

DAYS AND HOURS OF OPERATION

The childcare centers are open 247 days a year and we observe most national holidays. The Part-Day State Preschool program is open 207 days a year.

The centers also close for two staff training days per year (These are usually the Friday prior to Labor Day and President's Day). Announcements are given in advance for parents to make alternative care arrangements. *A yearly calendar is posted online on our Parent Page and a copy is available at the main office upon request.*

Our two programs have different hours of operation and different rules apply. The Early Learning and Care program operates Monday through Friday from 7:00 a.m. to 6:00 p.m. The part-day state preschool program operates two sessions: AM Session - 7:45 to 11:15 a.m. and PM Session – 12:00 – 3:30 p.m.

HOLIDAYS

The holidays we observe and close our centers for are as follows:

- | | |
|-----------------------------------|-------------------------------|
| 1. New Year's Day | 6. Labor Day |
| 2. Martin Luther King Day | 7. Thanksgiving Day |
| 3. Presidents Day | 8. The day after Thanksgiving |
| 4. Memorial Day | 9. Christmas Eve |
| 5. Independence Day (4th of July) | 10. Christmas Day |

LOCATIONS

Kohn Center: 501 Atlantic Ave., LB 90802 (562) 437-8991 (Administration Office)

Central Pacific Center: 1840 Pacific Ave., LB 90806 (562) 437-8991 x 210

Grisham Center: 11A W. 49th St., LB 90805 (562) 437-8991 x 510

Ludloff Center: 2650 Pacific Ave., LB 90806 (562) 437-8991 x 310

North Pacific Center: 2418 Pacific Ave., LB 90806 (562) 437-8991 x 510

Updated information is available on our website: www.younghorizons.org

Find us on Face Book: [/YoungHorizons](https://www.facebook.com/YoungHorizons) and Instagram: @younghorizonslb

OPEN DOOR POLICY

Young Horizons maintains an open-door policy. You may visit your child's classroom at any time during operational hours to observe your child. Our program is based upon a partnership with parents of the children enrolled. Parents are highly encouraged to participate in their child's program.

ABSTAIN FROM RELIGIOUS INSTRUCTION

Our programs refrain from any religious instruction or worship as required by law.

CONFIDENTIALITY OF RECORDS

The use or disclosure of any information pertaining to the children and their families will be restricted 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. Upon request, and at reasonable times and places, parent(s), or their authorized representative, may review the basic data file.

EQUAL OPPORTUNITY/ NON-DISCRIMINATION POLICY

Young Horizons prohibits discrimination based on an individual's actual or perceived sex, sexual orientation, gender (including gender identity, marital status, pregnancy, childbirth, or related medical condition), ethnic group identification, race, ancestry, national origin, color, mental or physical disability, age or on the basis of a person's association with a person or group with one or more of these characteristics. Further, Young Horizons prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation.

FACILITY

The facility is a smoke-free zone. The rooms and bathrooms are cleaned daily. Carpets are cleaned as needed. Toys are thoroughly cleaned on a regular schedule, and some are cleaned daily. We do our best to keep all our equipment in good working order and replace anything that may pose a safety hazard. The paint is lead-free. Drinking water is available in each classroom and on the playground. All children are provided with space for personal belongings. There are children's bathrooms in the Toddler and Preschool classrooms. The fire extinguishers are checked annually, along with the fire alarm system. The facility provides at least 35 square feet per child indoors and 75 square feet per child outdoors as required by licensing regulations.

SAFETY

The classroom staff, participating adults and volunteers have the primary responsibility to provide safe indoor and outdoor environments for the children and adults. There is someone at the Center who is certified in pediatric first aid and CPR at all times. If at any time, you are concerned about the safety of a particular situation, please speak with your child's teacher or the Site Supervisor.

- Emergency Drills: Earthquake, evacuation, safety, and fire drills are conducted monthly.
- Emergency Evacuation: In case of an ordered evacuation, parents will be notified about the evacuation as quickly as possible. Staff will remain with children at all times.
- Emergency Preparedness: The Center has a supply of drinking water and emergency supplies on the premises. Parents are requested to bring a 3-day supply of emergency food within 30 days of enrollment that is returned and replenished at the end of the school year.

TYPES OF PROGRAMS

Infant Care – For children ages 6 months through 18 months. We serve infants at two of our child development centers: Kohn Center and Grisham Center.

Toddler Care for children 1 year, six months to when they turn three. Available at all of our childcare centers once the child turns two as space is available.

Preschool – For children who are two, three, four or five years old. This care is provided in our child development centers.

Transfers: Families may request to transfer to another childcare center if it better meets their needs, based on availability.

PHILOSOPHY

Young Horizons' education program is developmentally, linguistically, and culturally appropriate. Our goal is to create an environment in which children are cared for, loved, and can learn. We serve children through a professional and high-quality program.

The Center has three purposes:

- Provide for the care and education of young children.
- Provide parents with the resources they need to help them in their role as parents.
- Provide quality caregivers who are well trained, warm, and caring.

The philosophy of Young Horizons Child Development Centers is based upon a set of strongly held beliefs:

- We believe that the child's development is enhanced in partnership with the home, school, and community. We respect parents as the most significant adults in a child's life. We encourage open communication between parents and center staff.
- We believe that children learn best in a positive atmosphere designed to foster a sense of self-esteem. Our teachers create a relaxed, nurturing environment that offers aspects of home and school. The curriculum is developmentally appropriate.
- We believe each child is a special and unique individual. We recognize that young children are action oriented and learn by hands-on experiences. Our program is designed to develop and integrate the five selves: physical, cognitive, social, creative, and emotional. We provide opportunities to develop self-confidence, autonomy, initiative, and cooperative relationships. We promote understanding and respect for the child's cultural heritage.

We believe in positive methods of discipline. The Teachers establish clear, reasonable, and developmentally appropriate expectations. All discipline is respectful of the child, understanding that learning appropriate behaviors takes time.

INFANT/TODDLER PROGRAM

Our Infant/Toddler Program incorporates the "Program for Infant Toddler Caregivers" philosophy based on the fundamental needs of infants and toddlers who are cared for outside the home:

- Close, Caring Relationships
- Health and Safety
- Connection to Family
- Knowledgeable, Responsive Caregivers

Our Infant/Toddler Program is structured around four essential policies:

Primary Caregiving: In order to build close, caring relationships, each child has a primary caregiver who responds to basic needs such as feeding, toileting, napping and comfort.

Small Groups: Our group size is: 12 infants, 12 toddlers and 12 two-year-olds. For children under 18 months, we have 1 staff for every 3 children and for children 18-36 months we have 1 for every 4 children.

Individualized Curriculum: Each child has an individualized plan for eating, toileting, sleeping, and developmental needs.

Continuity of Care: Children are transitioned to the next group when they are ready. The PITC philosophy recommends keeping children with their primary caregiver as they progress through the program. This helps maintain connections with children and families. Young Horizons has implemented this policy for children up to age three (3).

The Toddler Program is for children between the ages of 18 and 30 months. Parents will be advised when their child is ready to transition to the toddler classroom. The infant care program will obtain written permission from

the child's authorized representative for the placement of the child in the toddler program. The child will be given ample time to visit the toddler classroom to become familiar with the environment and caregivers. Toddlers will learn to use the toilet when ready (please see section on Toilet Learning).

Parents must provide sufficient diapers for the entire week. Children must arrive in a clean diaper. If the child's diaper is soiled, the parent will be asked to change it before the child is accepted.

We practice the "Safe Sleep" policy.

Infants under the age of 12 months have their own individualized nap schedule. All infants must have a sleep environment that prevents injury and decreases the risk of sudden infant death syndrome (SIDS) that includes:

- Sleeping in safety approved crib
- Firm mattress with tight fitted sheet
- Nothing is covering the infants' head.
- Sleep on their back.
- No blanket, pillows, toys, or loose objects
- Pacifiers cannot have anything attached.
- Dressed in sleep clothing, such as a one-piece sleeper.
- Never swaddled.
- Never forced to sleep.

DESIRED RESULTS DEVELOPMENTAL PROFILE (DRDP)

The goal of Young Horizons CDC is to ensure that all children are making progress in the domains of physical, cognitive, and social-emotional development.

- We use the Desired Results Developmental Profile, a tool developed by the California Department of Education, Early Education Division (EED), to assess the development of children.
- Children are assessed within 60 days of enrollment and every six months thereafter.
- Parents' input is a necessary component of this assessment.
- The assessment is also used to plan and conduct age and developmentally appropriate activities for the children.

EDUCATION PROGRAM

Our education program is based on the Learning and Development Foundations, the Curriculum Framework, and the Desired Results Assessment System.

Our curriculum recognizes that children develop and grow individually in the following areas:

Physical: (for healthy development children need healthy bodies) Nutrition, exercise, rest, and attention to health and safety are all incorporated into our curriculum.

Cognitive: (thinking, problem solving, laying the groundwork for later academic success) Young children process the world differently than adults. Exposure to language and the printed word, mathematical problem solving, development of the skills that precede the more concrete learning of elementary school are carefully planned and always available to children.

Social: (family, friends, and relationships) Children grow up as members of families, cultures, and societies.

Problem solving skills and opportunities to practice social skills are integrated throughout the day. We use an anti-bias approach that empowers children to respect themselves and others.

Creative: (art, music, movement, building, storytelling, etc.) Young children express themselves in many ways. We provide opportunities and materials with which to create. Our focus is on the process and joy of creation rather than the product.

Emotional: At the heart of the curriculum is the child's unique personality and sense of self. Children need to feel respected, competent, valued, and worthwhile. They look to the adults in their world to mirror this for them. We work together with the parents to make every child know they are important human beings.

Our program is inclusive of children with special needs, encourages respect for the feelings and rights of others and supports children's social and emotional development by:

- A. Building trust,
- B. Planning routines and transitions so they can occur in a timely, predictable, and unhurried manner; and
- C. Helping children develop emotional security and facility in social relationships.

Our program provides for the development of each child's cognitive and language skills by:

- A. Using various strategies, including experimentation, inquiry, observation, play, and exploration,
- B. Ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue,
- C. Promoting interaction and language use among children and between children and adults; and
- D. Supporting emerging literacy and numeracy development.

Our program promotes each child's physical development by providing sufficient time, indoor and outdoor space, equipment, materials, and guidelines for active play and movement and promotes and maintains practices that are healthy and safe.

STAFF DEVELOPMENT PROGRAM

Young Horizons CDC is committed to quality early childhood education. Each member of the staff meets or exceeds the educational and experiential requirements set by the Department of Education.

All staff members are required to have a Department of Justice and F.B.I. fingerprint clearance, a Child Abuse Index Check, a T.B. clearance and a physical examination. A CPR and First-Aid certified staff member is always on site.

Our staff development plan includes:

- A. New employees are provided with an orientation to guide them to understand how agency policies relate to their respective job description.
- B. We support continuous staff growth by assessing the needs of staff and providing professional development activities to enhance their growth. Two staff training days are provided for all staff yearly.
- C. Staff members are evaluated annually.
- D. We have sound internal communication mechanisms, which include email, phone, and newsletter to provide staff with information necessary to perform their respective duties.

PARENT INVOLVEMENT AND EDUCATION

Young Horizons CDC is committed to providing parents with an opportunity for involvement in the program and the education of their child. Being involved in your child's education from infancy through high school is one of the strongest forces in ensuring that your child will achieve their highest potential.

We ensure our parents receive opportunities for involvement and education by the following:

- A. All parents receive an orientation that reviews our program philosophy, program goals and objectives, program activities, eligibility criteria and priorities for enrollment, fee requirements, and due process procedures.
- B. At least two (2) individual conferences are held with the parent(s) per year.
- C. We hold monthly parent workshops with program staff on various topics.
- D. Our open-door policy encourages parents to participate in daily activities when possible.
- E. Parents have the opportunity to participate in our Parents Advisory Committee (PAC), a committee that advises the program on issues related to services to families and children. Speak to your Site Supervisor if you are interested in participating.
- F. Teachers regularly share information with parents about their child's progress.

HEALTH AND SOCIAL SERVICES

Our goal is to ensure that the health and social services needs of families are met. Our program includes a health and social service component.

- A. Families are asked to complete a Health and Social Services Needs Form to identify the needs of the child and the family for health or social services.
- B. If the family requests assistance, we will refer the child and/or family to appropriate agencies in the community based on the health or social service needs; and conduct follow-up assessments with the parent to ensure that the family's needs have been met.

COVID-19 PROCEDURES

Although the pandemic is behind us, we continue to practice safety protocols to reduce the risk of exposure to viruses and communicable diseases. Masks are optional, not required.

We follow standard cleaning protocols. All staff wear gloves when cleaning, and children and staff wash their hands frequently throughout the day. Sanitizing of all doors, handles, and frequently touched surfaces occurs daily.

Young Horizons will follow all State, City, or County closure mandates due to any communicable disease outbreak. All safety guidelines will be followed as mandated.

COMMUNITY INVOLVEMENT

Our goal is to garner support from the community to support our programs. This is done via solicitation of donated goods and services as well as providing information to the community regarding the services available. We may utilize media or other forms of communication in the community.

NUTRITION

As part of our goal to ensure that children have nutritious meals and snacks during the time they are in our program, Young Horizons participates in the federally funded Child and Adult Care Food Program (CACFP) at no additional cost to parents. The meals and snacks are culturally and developmentally appropriate for the children being served and meet the nutritional requirements specified by the federal Childcare Food program. Each child in the childcare program receives breakfast, lunch, and an afternoon snack. The State Preschool program serves breakfast to the children in the AM session and lunch to the children in the PM session. All meals and snacks meet the nutritional requirements of the CACFP. Children are encouraged to try new foods, to measure, cut, mix, and follow simple recipes. Infants and toddlers have individualized feeding plans. A food program application is required annually.

Accommodation will be made for medically established food allergies your child has or as required for religious or personal reasons. Parents are not allowed to bring food.

Kirkland Baby formula is provided for infants. If a child requires a different type of formula, the parent must provide it.

PROGRAM SELF EVALUATION PROCESS

Our goal is to provide a high-quality program to all children enrolled. To maintain this high-quality program, we have an annual plan in place for our program self-evaluation process. This plan includes the following:

- A. A self-evaluation based on the use of the Contract Monitoring Review instrument (CMR).
- B. An assessment of the program by parents using the Desired Results Parent Survey
- C. An assessment of the program by staff and board members as evidenced by written documentation.
- D. An analysis of the CCR findings, including the Desired Results Developmental Profiles, the Environment Rating Scales, and the Desired Results Parent Survey; together with all other self-evaluation findings.
- E. A written list of tasks needed to modify the program in order to address all areas that need improvement.
- F. Ongoing monitoring of the program is conducted by monthly evaluations to assure that areas of the program that are satisfactory continue to meet standards, and areas requiring modification are addressed in a timely and effective manner.
- G. We report our self-evaluation findings to the California Department of Education and Department of Social Services by June 1 each year using the Program Self-Evaluation Report and modify our program to address any areas identified during the self-evaluation as needing improvement.

PARENT SURVEY

Our goal is to give each parent the opportunity to provide input into our program. We do this via a parent survey titled: Desired Results Parent Survey. Parents are asked to complete the survey yearly. The survey data is collected and analyzed.

- A. The results of the survey are used to plan and conduct activities to help parents support their child's learning and development and to meet the family's needs.
- B. The results and analysis of the parent survey is used as part of our annual self-evaluation process.

Parents are encouraged to share areas needing improvement at any time by speaking with their site supervisor.

ENVIRONMENT RATING SCALE AND CLASS ASSESSMENT

Young Horizons CDC is committed to providing a quality environment for children that is healthy, safe, age appropriate and educational. We complete an environment rating scale or Classroom Assessment Scoring System (CLASS) assessment for our preschool classrooms that is appropriate for the type of setting and age of children served, to measure program quality:

- A. Every four (4) years as part of the program monitoring review; and
- B. Annually as part of the self-evaluation process.

Our minimum average score for each environment rating scale completed is a score of “Good” on each subscale.

EARLY CHILDHOOD MENTAL HEALTH AND BEHAVIORAL SUPPORT PROGRAM

Research shows us that the first five years of a child’s life are the most important because the brain develops rapidly at this stage and is impacted by different experiences in the context of family, community and culture. These experiences affect children’s physical, emotional, developmental, and behavioral health across their lifespan. Our goal is to create an environment that supports children’s mental health.

The Early Childhood Mental Health Consultant (MHC) is responsible for creating a nurturing environment that advances the social-emotional and behavioral health outcomes of children, families, and early childhood professionals at Young Horizons Child Development Centers. Our MHC works with teaching staff and parents to promote healthy social-emotional development for the children attending our centers. The consultant promotes mental health awareness, prevention, early identification, and referrals for children with challenging behaviors, individual developmental differences or mental health concerns. The consultant works to cultivate a trauma-informed, positive, and inclusive environment, support the social-emotional development of all children in the classroom, provide consultation and training to support and strengthen the capacity of staff and teachers, and work collaboratively with children and families with various concerns.

If you want more information or want to schedule an appointment with the MHC, you can reach out to your Site Supervisor for more information.

SELECTION AND ENROLLMENT PROCESS

CDE/CDSS SUBSIDIZED FAMILIES

Young Horizons provides services to eligible families through funding from the California Department of Education/Early Education Division (CDE/EED) and the California Department of Social Services/Child Care and Development Division (CDSS/CCDD). We offer two programs: The California State Preschool Program (CSPP) and the Early Care and Education (ECE) Program. Families must meet **eligibility** and **need** requirements in order to qualify for these programs. Certification will be for no less than 24 months.

The CSPP is offered full day or half day. Eligible ages are two-, three- and four-year-olds. For the full day program, parents meet the need requirement if parent(s) is/are working, going to school, incapacitated, or seeking employment, further detailed below. The part-day program does not have a need requirement. The CSPP is designed to prepare the child to enter kindergarten ready to learn.

The ECE program provides full day care for infants and toddlers from low-income families. Parents meet the need requirement if parent(s) is (are) working, going to school, incapacitated, or seeking employment to qualify for the program.

ELIGIBILITY LIST

The first step to access center-based program services is to be placed on our eligibility list.

There are three ways to apply:

Call: 562-437-8991

In-Person: visit our main office at 501 Atlantic Ave., Long Beach, CA 90802

Online: complete the following waiting list application:

<https://apply.mycareconnect.io/family/YHorizons>

ADMISSION PRIORITIES

When an opening is available, we access the eligibility list and contact families based on the following program admission priorities:

GENERAL CHILD CARE (CCTR) – Children who are 6 months old until their 3rd birthday.

- **First Priority:** Child protective services, or at-risk of abuse, neglect, or exploitation
- **Second Priority:** Admission priority based on total countable monthly income and family size.

When multiple families are within the same ranking, families will be enrolled in this order:

1. Child with exceptional needs within the same ranking is admitted first.
2. Family of the same priority in which the primary home language is a language other than English.
3. Family of the same priority that has been on the waiting list for the longest time.

CALIFORNIA STATE PRESCHOOL PROGRAM (CSPP)

PART DAY and FULL DAY PROGRAM

Children with Exception Needs (EN) will have enrollment priority outside of the priorities listed below pursuant to paragraph (1) of (c) of EC Section 8208.

1. **First Priority (Part-day and Full-day):** The first priority for services will be given to two-year-old, three-year-old, and 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. If we are unable to enroll a child in this first priority category, we will refer the child's parent or guardian to local resources and referral services so that services for the child can be located.
2. **Second Priority (Part-day and Full-day):** To the extent that there are additional two-year-old, three-year-old, and four-year-old children with exceptional needs interested in enrolling beyond those already enrolled in the percent of funded enrollment set aside pursuant to EC Section 8208, the second priority for

services will be given to children with exceptional needs from families with incomes below the income eligibility threshold, as described in *EC* Section 8213. Within this priority category, children with exceptional needs from families with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the CDE at the time of enrollment, will be enrolled first.

3. **Third Priority (Part-day and Full-day):** The third priority for services will be given to eligible two-year-old, three-year-old, and four-year-old children who are not enrolled in a state-funded transitional kindergarten program. This priority will not include children eligible pursuant to clause (v) of subparagraph (B) of paragraph (1) of subdivision (a) of *EC* Section 8208 if they are from families with incomes above the income eligibility threshold, as described in *EC* Section 8213.
 - a. 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, as published by the CDE at the time of enrollment, will be enrolled first.
 - b. If two or more families have the same income ranking according to the most recent schedule of income ceiling eligibility table, a child who is identified as a dual language learner will be enrolled first.
 - c. If there are no children who are identified as dual language learners, the child that has been on the waiting list for the longest time will be admitted first.
4. **Fourth Priority (Part-day and Full-day):** The fourth priority, after all otherwise eligible children have been enrolled, will be children from families whose income is no more than 15 percent above the eligibility income threshold, as described in *EC* Section 8213.
 - a. Within this priority category, priority will be given to two-, three-, and four-year-old children with exceptional needs interested in enrolling beyond those already enrolled in the set aside pursuant to *EC* Section 8208.
 - i. After the children enrolling pursuant to (a) above are enrolled, three- and four-year-old children without exceptional needs will be enrolled in income ranking order, with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the CDE at the time of enrollment, being enrolled first.
 - ii. For purposes of clause (i), 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 been on the waiting list for the longest time will be admitted first.
 - iii. After enrolling three- and four-year-olds pursuant to clause (i) above, two-year-old children without exceptional needs will be enrolled in income ranking order, with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the CDE at the time of enrollment, being 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 been on the waiting list for the longest time will be admitted first.
5. **Fifth Priority (Part-day ONLY):** After all otherwise eligible children have been enrolled in the priority categories listed above, we may enroll the children in the following order:
 - a. A CSPP site operating within the attendance boundaries of a qualified free and reduced priced meals elementary school, in accordance with *EC* Section 8217, may enroll any two-, three-, or four-year-old children whose families reside within the attendance boundary of the qualified elementary school. These children will, to the extent possible, be enrolled by lowest to highest income according to the most recent schedule of income ceiling eligibility table.
 - b. Children enrolling in the CSPP to provide expanded learning and care to transitional kindergarten or kindergarten pupils, pursuant to subdivision (l) of *EC* Section 48000.
5. **Fifth Priority (Full-day ONLY):** After all otherwise eligible children have been enrolled in the priority categories listed above, we may enroll the children in the following order:
 - a. We may enroll two-, three-, and four-year-old children from families that meet eligibility criteria pursuant to paragraph (4) of subdivision (d) of *EC* Section 8208. Within this priority, we will enroll families in income ranking order, lowest to highest, and within income ranking order, enroll four-year-old children before three-year-old children.
 - b. For CSPP sites operating within the attendance boundaries of a qualified free and reduced priced meals school, in accordance with *EC* Section 8217, we may enroll any two-, three-, and four-year-old

children whose families reside within the attendance boundary of the qualified school without establishing eligibility or a need for services pursuant to *EC* Section 8208(d)(1) or (3). These families will, to the extent possible, be enrolled in income ranking order, by lowest to highest income according to the most recent schedule of income ceiling eligibility table.

Non-Prioritized Families in Part-day and Full-day CSPP

After all applicable families have been prioritized in the priorities listed above, we may enroll children with disabilities from families with income above 15 percent of the income threshold who were not enrolled pursuant to the children with disabilities set aside, pursuant to *EC* Section 8208.

ENROLLMENT PROCESS

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

Step 1: Pick up or print enrollment packet.

Step 2: Complete Documentation - Complete forms and gather documents listed on the checklist (instructions are in the packet). **An appointment will be scheduled** with a Family Services Specialist once your documentation is complete.

Step 3: Verify Eligibility - Attend an in-person appointment with a Family Services Specialist to verify and certify eligibility for services.

CERTIFICATION/RECERTIFICATION OF ELIGIBILITY

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

- Families who are certified as income eligible and during their certification period, their income exceeds the maximum income threshold, which is 100% of the state median income for CSPP and 85% of the state median income for CCTR.
- Families who do not follow agency policy.

24-month eligibility starts on the date the program representative signs and approves the Application for Services. Families will be notified in advance of recertification with information about what documents are 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. If there is a court order that impacts childcare services, it will be included in the family data file and it will be followed.

PROOF OF RESIDENCY

Determination of eligibility for services will be **without regard** to the immigration status of the child or the child's parent.

- Must live in California.
- Families experiencing homelessness may submit a declaration of intent to live in California.
- Any evidence of a street address or post office address in California

If enrolled under FRPM priority, additional Proof of 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 paystub
- Documentation that we reasonably rely upon to prove a family’s residency.

EXCEPTIONAL NEEDS CHILD

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

- An ACTIVE Individual Education Plan (IEP) or Infant and Family Service Plan (IFSP)

HEALTH AND EMERGENCY INFORMATION

Participants must provide child health and current emergency information, along with current immunization records for enrolled children. Proof of required childhood immunizations is mandatory.

PROOF OF FAMILY SIZE

Biological/Adoptive Parent: “Family” will 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” will be considered the child and related siblings.

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

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

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

Under California’s compulsory education law, children who are 18 and have been continuously attending high school are minors. This means that a child who turns 18 in high school may be counted until their graduation date. A child who turns 18 after their high school graduation date may be included in the family size until their 18th birthday.

ELIGIBILITY CRITERIA – CALIFORNIA STATE PRESCHOOL PROGRAM (CSPP)

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

Three- and four-year-old children may be eligible for **part-day or full-day California State Preschool Program (CSPP)** if the child or family meets one of the following:

Child Eligibility

- The child is a recipient of child protective services (CPS), or has been identified as being abused, neglected, or exploited, or at-risk of being abused, neglected, or exploited.
- The child has a disability; only the children in the family with a disability may enroll under this eligibility category.

Family Eligibility

- The family is a current aid recipient.
- The family is income eligible up to 100 percent of the state median income. (Documentation of all countable income)
 - **Regular and 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.

CDE Maximum Income Threshold:

State Fiscal Year 2024–25 Schedule of Income Ceilings

Family Size	Family Yearly Income Ceiling (100% of SMI)	Family Monthly Income Ceiling (100% of SMI)	Maximum Monthly Income for 15% above Income Eligibility Threshold
1–2	\$93,110	\$7,759	\$8,923
3	\$105,482	\$8,790	\$10,109
4	\$122,993	\$10,249	\$11,787
5	\$142,672	\$11,889	\$13,673
6	\$162,350	\$13,529	\$15,559
7	\$166,040	\$13,837	\$15,912
8	\$169,730	\$14,144	\$16,266
9	\$173,420	\$14,452	\$16,619
10	\$177,109	\$14,759	\$16,973
11	\$180,799	\$15,067	\$17,327
12+	\$184,489	\$15,374	\$17,680

Source: 2022 American Community Survey (ACS) Public Use Microdata Sample File

(Parents certified under income eligibility 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.)

- The family is experiencing homelessness.
- Families who have a member of its household who is certified to receive benefits from Medi-Cal, CalFresh, the California Food Assistance Program, the California Special Supplemental Nutrition Program for Women, Infants, and Children (WIC), 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, including CalWORKs.
- For Full Day: The family has an income that is no more than 15 percent above the income eligibility threshold (limited to 10 percent of the total contract)
- Three- and four-year-old children residing in a Neighborhood School with FRPM status.

Children enrolled in TK and K may be enrolled in **part-day CSPP** for Extended Learning and Care if the child or family meets one of the eligibility criteria above.

ELIGIBILITY CRITERIA - GENERAL CHILD CARE (CTR)

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

Child Eligibility:

1. Child /children are recipients of protective services, or have been identified as being abused, neglected, or exploited, or at risk of being abused, neglected, or exploited.

Family Eligibility:

2. The family is a current aid recipient.
3. The family is income eligible.

CDSS Maximum Income Threshold:

State Fiscal Year 2024-25 Schedule of Income Ceilings (85 percent of SMI)

Family Size	Family Monthly Income	Family Annual Income
1-2	\$6,595	\$79,143
3	\$7,472	\$89,660
4	\$8,712	\$104,544
5	\$10,106	\$121,271
6	\$11,500	\$137,998
7	\$11,761	\$141,134
8	\$12,023	\$144,270
9	\$12,284	\$147,407
10	\$12,545	\$150,543
11	\$12,807	\$153,679
12	\$13,068	\$156,816

Source: 2022 American Community Survey (ACS) Public Use Microdata Sample File

4. The family is homeless.
5. The family is one who has a member of its household who is certified to receive benefits from Medi-Cal, CalFresh, 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 CDSS. Family will be prioritized by the income declared on the application for the means-tested government program.

QUALIFICATIONS AND CONDITIONS

Need for Services:

In addition to meeting the eligibility criteria, for Full-Day programs most parents 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:

- Family’s whose eligibility criteria is CPS or At Risk
- Part Day State Preschool child enrolled within an admission priority that does not require a family to meet the need criteria.

Need Criteria:

Need is based on the following need criteria (**see the applicable Need Form for further guidance** on what documentation is required):

- Employment Verification
- Declaration of Self-Employment
- Request and Plan to Seek Employment (Max 5 days per week, for less than 30 hours per week)
- Training Verification (Training leading to a vocational goal and 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 bachelor's 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 and 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 (Priority 6 for Full Day State Preschool Program)

Determining a Child's Schedule

Services are available when:

- Parent meets a need criterion that precludes the provision of care and supervision of their child for any part of the day.
- No parent in the family is 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. We require a written request for any travel time beyond 30 minutes before and after. To determine the maximum authorized drive time, divide the work or school hours day by 2. Travel time cannot be more than 4 hours per day (2 hours each way). And, not more than 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 6am. Please note that sleep time is not automatic and must be requested in writing.

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 Criteria 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 Request to Change Services Form to support the requested change, our office will issue a Notice of Action within 10 business days indicating the outcome of your request. Request a form from your Family Services Specialist via email or pick up at our main office.

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

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.

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 in 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 reassessed.
 - **Decrease:** Effective on the first day of the month that follows the NOA issue date
 - **Increase:** No increase during certification

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

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

Exemptions

The following families are exempt from paying a family fee:

- Families with children receiving part-day California state preschool program services.
- 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 referring entity determines the fee waiver to be necessary.

Delinquent Fees: Families with a delinquent fee plan from any previous fiscal year, have had all fees forgiven.

Refunds

Upon disenrollment of services, Young Horizons will refund payments made for services not rendered. A check will be mailed to the parents within two weeks, or it may be picked it up at the main office.

Changes in Family Fee Schedule

Parents will be notified of any change in the California Department of Education (CDE) family fee schedule prior to its effective date. The Family Fee Schedule is available at

<https://www.cde.ca.gov/sp/cd/ci/documents/fy2223famfeeschedule.xlsx>.

Parents will be notified of any change in the California Department of Social Services (CDSS) family fee schedule prior to its effective date. The Family Fee Schedule is available at <https://rb.gy/qt19ca>

The current CDE CSPP Fee Schedule is provided below:

Family Monthly Fee Schedule									
California Department of Education – Effective: July 1, 2024									
State enrollment cutoff = 100 percent (%) of 2021 State Median Income (SMI) from California (CA) Department of Finance (DOF)									
Family Fee Schedule									

The current CDSS CCTR Fee Schedule is provided below:

Directions for worksheet: Monthly Part-time table begins at cell A6 and ends at cell H 17. Monthly Full-time table begins at cell A19 and ends at cell H 30. All information is aligned to column A.

Family Monthly Fee Schedule

California Department of Social Services – Effective: July 1, 2024

State enrollment cutoff = 85% of 2024 State Median Income (SMI) from CA DOF (2022 ACS)

Monthly Part-time							
Monthly Part-time Fee	Family Size 1 or 2	Family Size 3	Family Size 4	Family Size 5	Family Size 6	Family Size 7	Family Size 8 or more
\$29.05	5,819	6,593	7,687	8,917	10,147	10,378	10,608
\$29.45	5,897	6,681	7,790	9,036	10,282	10,516	10,750
\$29.85	5,975	6,768	7,892	9,155	10,417	10,654	10,891
\$30.25	6,052	6,856	7,995	9,274	10,553	10,793	11,032
\$30.60	6,130	6,944	8,097	9,393	10,688	10,931	11,174
\$31.00	6,207	7,032	8,200	9,511	10,823	11,069	11,315
\$31.40	6,285	7,120	8,302	9,630	10,959	11,208	11,457
\$31.80	6,362	7,208	8,405	9,749	11,094	11,346	11,598
\$32.20	6,440	7,296	8,507	9,868	11,229	11,484	11,740
\$32.55	6,518	7,384	8,609	9,987	11,365	11,623	11,881
\$32.95	6,595	7,472	8,712	10,106	11,500	11,761	12,023
Monthly Full-time							
Monthly Full-time Fee	Family Size 1 or 2	Family Size 3	Family Size 4	Family Size 5	Family Size 6	Family Size 7	Family Size 8 or more
\$58.10	5,819	6,593	7,687	8,917	10,147	10,378	10,608
\$58.90	5,897	6,681	7,790	9,036	10,282	10,516	10,750
\$59.70	5,975	6,768	7,892	9,155	10,417	10,654	10,891
\$60.50	6,052	6,856	7,995	9,274	10,553	10,793	11,032
\$61.20	6,130	6,944	8,097	9,393	10,688	10,931	11,174
\$62.00	6,207	7,032	8,200	9,511	10,823	11,069	11,315
\$62.80	6,285	7,120	8,302	9,630	10,959	11,208	11,457
\$63.60	6,362	7,208	8,405	9,749	11,094	11,346	11,598
\$64.40	6,440	7,296	8,507	9,868	11,229	11,484	11,740
\$65.10	6,518	7,384	8,609	9,987	11,365	11,623	11,881
\$65.90	6,595	7,472	8,712	10,106	11,500	11,761	12,023

Based on 2022 American Community Survey (2022ACS)

Information provided by California Department of Finance, April 2024

California Department of Social Services

Jul-24

ATTENDANCE

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

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

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

Regular and consistent 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.

By making your child's attendance a priority, you will be taking an important step in supporting your child's school success and setting a good example.

Sign In and Out Procedures

Parents or authorized adults must sign their child in and out every day, using their full legal signature on the Attendance Sheet. Arrival and departure times are also required daily according to certified hours of care.

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 (must be 18 years old) 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

We value the importance of consistency and structure for our children. To ensure a smooth and productive environment, we ask all parents and guardians to adhere to the scheduled hours for drop-off and pick-up.

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, social service, welfare, education, special education services, counseling, or therapy.
- Court-ordered visitation for time spent with parent/relative as required by law. (Court order must be on file)
- Family emergency for unplanned situations of a temporary nature including but not limited to 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 parent, relative or close friend
- Vacation time with family.
- Family moving
- Religious observance, holiday, or ceremony
- Personal or family business

Reporting Absences and Late Arrivals:

When a child is absent from regularly scheduled care at any time during the month the participant or staff member must record on the attendance sheet the date(s) of absence, description of absence, and sign with full legal signature.

Planned: In the event that a child has a planned absence or late arrival, advance notice is required to be given to the Teacher.

Unplanned: In the event that a child is absent or will be late on a contracted day, parent/family is responsible to contact the center fifteen minutes prior to scheduled start time.

If a family consistently brings the child outside of the certified schedule, the Family Services Specialist will reach out to the parents via email or phone to discuss the child's certified schedule. If necessary, a schedule adjustment may be made.

Abandonment of Care

If your child is absent for more than 7 consecutive days without contacting us, we will reach out to you in many ways via the contact information we have on file. Please make sure your information is current.

If we are unsuccessful and after a total of 30 consecutive calendar days without attendance or contact with us a Notice of Action will be issued to disenroll your child from the program based upon abandonment of care.

DIENROLLMENT

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 of Action 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)
- Non-compliance of agency policies
- Abandoned childcare for 30 consecutive calendar days without notice.
- Failure to complete or falsify attendance sheets accurately and on a daily basis.
- Failure to keep appointments.
- Threatening, yelling, cursing, or acting unethically towards any staff member or program participant.
- 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.

GRIEVANCE AND COMPLAINT PROCEDURES

Complaints Regarding Program Staff:

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

LEVEL 1: Complaint is brought to the attention of the Teacher.

LEVEL 2: If complaint is not resolved by the Teacher, it is brought to the attention of the Site Supervisor.

LEVEL 3: If complaint is not resolved by the Site Supervisor, it is brought to the attention of the Program Director.

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 given annually to parents and are available any time 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, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint form (AD-3027) found online at USDA.GOV/OASCR, and at any USDA office, or write a letter addressed to USDA and provide in the letter all 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 (Appeals 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 childcare 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:

Young Horizons
Attention: Hearing Officer
501 Atlantic Avenue
Long Beach, CA 90802
562-437-8991

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 will not be scheduled more than 14 calendar days from the date the hearing officer contacts the parent to schedule the hearing. If 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 will be referred to as "the hearing officer." If a parent is unable to attend the hearing at the designated location, accommodation 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. During the hearing, the parent or Authorized Representative will have an opportunity to provide supporting documentation and explain the reasons why they believe 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 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.

For failure to appear, it will be deemed that parent has abandoned the appeal and care will end immediately.

Step 4: Agency Hearing Decision

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

Step 5: If Parent Disagrees with Hearing Decision

If the parent disagrees with the written decision, they have 14 calendar 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 parents believe 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 Division Programs (CCDD) submit appeal to:	For California State Preschool Programs (CSPP) submit appeal to:
Mail: California Department of Social Services (CDSS) Child Care and Development Division (CCDD) Attn: Appeals Coordinator 744 P Street, MS 9-8-351 Sacramento, CA 95814	Mail: California Department of Education (CDE) Early Learning Division (ELD) Attn: Appeals Coordinator 1430 N Street, Suite 3410 Sacramento, CA 95814
Email: CCDDAppeals@dss.ca.gov	Email: ELCDAppeals@cde.ca.gov
Telephone: 833-559-2420	Telephone: 916-322-1273
Fax: 916-654-1048	Fax: 916-323-6853

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

Step 6: EED/CCDD Hearing Decision

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

GENERAL POLICIES

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 your 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.

CLOTHING AND ITEMS FROM HOME

- Children should wear clothing suitable for active, often MESSY play. Children may get paint or other spots on their clothing.
- Self-help clothing is recommended.
- Overalls and buckles with hard-to-undo clasps are discouraged.
- Shoes should be closed toe with a non-slip sole. Sandals are not allowed.
- All sweaters and jackets should be marked with the child's first and last name.
- Each child is to bring an extra set of clothing (pants, a shirt, underwear, and socks) to leave at school.
- A clean sheet and blanket which is taken home on Fridays to be washed.
- During the winter months we recommend children wear layers of clothing for warmth.
- During the warmer months we recommend children wear breathable light cotton clothes.
- Toy guns, knives and other weapons are prohibited to be brought in to the center.
- The Center is not responsible for any lost or damaged personal item. Toys should not be brought to the center unless it is Share Day.

SAFE SCHOOL AND HARASSMENT POLICY

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

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

SUSPECTED CHILD ABUSE

State law requires that our staff report known or suspected instances of child abuse to Child Protective Services or to local police officials. This can include 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 Site Supervisor.

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 gates and doors are closed and secured.
- Observe the No Cell Phone policy when dropping off/picking-up your child. Phones 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 around parked cars.
- Encourage children to follow safety rules.
- Report safety and supervision concerns to staff immediately.

BITING

Young children may bite for different reasons, and not all will respond to the same types of intervention. Identifying the reason for the biting behavior helps in developing an appropriate discipline technique. Biting behavior is best handled between the teachers, the biting child, and the biting child's parents. It is Young Horizons' policy to notify parents that their child has been bitten, but we will not disclose the name of the biter. This confidentiality is important to the effective resolution of the situation.

DISCIPLINE AND 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 enrolled children.

TOILET LEARNING

The following guidelines are used by Center staff when toileting or diapering children ages two (2) and up:

- Toileting is scheduled into the daily routine at least once every two hours. Children are also toileted on an as-needed basis.
- Children, both in diapers and out, are notified when it is time to use the restroom or when they need a diaper change. All children will be asked if they would like to sit on the toilet. No child is forced to use the toilet if they refuse. Children in diapers will use the restroom at the same time as toilet-trained children.
- Staff members wash their hands before and after assisting a child in diaper changing or toileting. Staff also wear latex gloves when assisting a child.
- Parents are responsible for providing sufficient supplies of diapers, change of underwear, and spare clothing. "Independent clothing" is preferred – pants with elastic waists, no belts with buckles, stockings, or overalls.
- Children are encouraged to be part of the toileting process. Children using the toilet do as much as they can by themselves. Teachers provide help as needed, with the understanding that the children need to develop these self-help skills.
- Teachers will use wipes or toilet tissue to clean the children. Children who are able will be asked to attempt to clean themselves.
- Children are encouraged to dress themselves to the extent possible. Teachers will assist children in dressing, as needed.
- Children will wash their hands after any trip to the restroom.
- Soiled clothing is wrapped in a plastic bag and replaced in the child's cubby to be taken home by the parent at the end of the day. ***For health reasons, staff will not wash/rinse soiled clothing.***

DAILY HEALTH SCREENING AND EXCLUSION

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

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

1. **Gastro-intestinal** 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.

4. **Skin** rashes, spots, eruptions, etc.
5. **Hair lice/nits**, infected areas on scalp
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
8. **Symptoms of COVID-19**

MEDICAL EMERGENCIES

If a child experiences a medical emergency while at the Center, staff will dial 911 to request an ambulance. The child's parents will be called immediately to inform them of the nature of the emergency and that an ambulance has been called. Parents of children receiving emergency medication (such as an Epi-Pen or emergency inhaler) will be notified by phone at the time and given a written report. If an Epi-Pen was administered, parents will be called to pick up child for further evaluation by medical professionals.

MEDICATION

If a child requires medication during the time s/he is at the Center, the parents must fill out a Daily Medication Request Form, available at the sign-in/sign-out area. This form authorizes a staff member to administer the necessary medication in the correct dosage and at the correct times. Medication must be prescribed to the child and in its original container. Medications will be administered under the following conditions:

Types of incidental medical services to be provided by Young Horizons staff will include prescription medications and some over the counter medications, with a parent's consent, doctor's order, and instructions.

Young Horizons staff will administer medications via inhalers, nebulizers and EpiPens. Staff will not administer Glucagon, G-tube feeding or ileostomy bags and will not conduct Glucose testing.

Record Keeping

Records to be obtained and maintained are:

- Parental/Authorized representative permission to provide the incidental medical service. Written instructions from the child's Physician or parent. Staff training is to be provided by the child's parent, with instructions provided in writing or referral to a website, or a printout. The referral to a website must also be in writing.
- It is the parent's responsibility to obtain training and materials for the childcare staff. A record of medication service log with the times that medication was administered will be kept in the child's file.

Storage

Storage of medication will be kept in a locked box in the classroom. Medications that require refrigeration will be kept in a locked box in the refrigerator. It is the parent's responsibility to collect medications at the end of the day. Epi-Pens will be stored in a locked cabinet located in any classroom where the child is enrolled.

Training

- All staff will be instructed on the use of inhalers and EpiPens. YOUNG HORIZONS staff will not administer Glucagon, G-tube feeding or ileostomy bags and will not conduct Glucose testing. Training will include how to administer medication/service; use and maintenance of the required equipment and supplies; and what to do in emergencies.
- Staff training is to be provided by the child's parent, with instructions provided in writing or referral to a website, or a printout. The referral to a website must also be in writing.

It is the parents' responsibility to obtain training and materials for the childcare staff.

Staffing Requirements

There will always be at least 2 people on site who are trained in the administration of Incidental Medical Services.

Safety Precautions

Universal precautions will be followed in the administration of all medications, intermittent healthcare of first aid. A plan for ensuring proper safety precautions is in place such as: wearing gloves during any procedure that involves potential exposure to blood or bodily fluids; handwashing immediately after removal and disposal of gloves; and disposal of used instruments in approved containers.

Transporting Medication

Medications will be brought to field trips or to an evacuation due to an emergency situation, in a lock box if deemed necessary. One staff member will be designated to transport and administer any medication when children are away from the center.

Parent Notification

The Young Horizons staff person who administers non-emergency medication will record each instance and provide a written report at pickup.

Reporting Requirements

Emergency administration of medication is considered a serious incident. Young Horizons staff will notify licensing if a child receives incidental medical services in an emergency situation according to the requirements in Title 22.

FIELD TRIPS

Field trips have an educational purpose that are incorporated into the classroom activity plans prior to going on the trip as well as after the field trip occurs. Children are only allowed to participate in field trips with their parents' written consent.

NAPPING

Children under the age of 5 each 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. Any child who chooses not to sleep will be given the opportunity to do a quiet activity of their choosing. Children enrolled in the Part Day State Preschool Program do not participate in napping time as this is only a 3 1/2-hour program.

Infants under the age of 12 months have their own individualized nap schedule. All infants must have a sleep environment that prevents injury and decreases the risk of sudden infant death syndrome (SIDS) that includes:

- Sleeping in safety approved crib
- Firm mattress with tight fitted sheet
- Nothing is covering the infant's head.
- Sleep on back.
- No blanket, pillows, toys, or loose objects
- Pacifiers cannot have anything attached.
- Dressed in sleep clothing, such as a one-piece sleeper.
- Never swaddled.
- Never forced to sleep.

COMMUNITY CARE LICENSING RIGHTS

As a state-licensed agency, Young Horizons is subject to the authority of the Community Care Licensing Division of the Department of Social Services (CCL). CCL has the authority to interview children and to inspect and audit records without prior consent.

CALIFORNIA DEPARTMENT OF EDUCATION RIGHTS

As a state-funded agency, Young Horizons is subject to the authority of the Early Education Division of the California Department of Education (CDE/ EED). CDE/ EED has the authority to interview children and to inspect

and audit records without prior consent. We are required to share your child’s developmental progress with the local school district once your child attends elementary school.

CALIFORNIA DEPARTMENT OF SOCIAL SERVICES RIGHTS

As a state-funded agency, Young Horizons is subject to the authority of the Childcare Division of the California Department of Social Services (CCDD/CDSS). CCDD/CDSS has the authority to interview children and to inspect and audit records without prior consent. We are required to share your child’s developmental progress with the school district once your child attends elementary school.

PROGRAM INFORMATION

FIRST DAY

Parent will use the tablet to sign-in on the child’s attendance sheet. A full signature is required that matches that of the application for services. If a parent has difficulty with signing in or accessing the portal, the site supervisor is available to help. The parent can help the child find his/her cubby to put away personal belongings and help the child hang up his/her jacket. If the child has any allergies, the parent should inform the Teacher and Site Supervisor. Parents may help their child settle into an activity.

If a parent forgets to sign a child in or out, they will be called and must return within 1 hour. A parent’s signature assigns the legal responsibility for the child to Young Horizons; this cannot be waived. **If the parent fails to return within 1 hour, a meeting with the Site Supervisor will be required the following day.**

SEPARATION

Children may cry or be worried about their parents leaving them the first day. To help, parents may do the following:

- Attend the orientation with their child before his/her first day.
- Spend all or part of the first few days with their child in the center, if parent’s schedule allows.
- Help child settle in an activity when it is time to leave.
- Let the child know he/she is leaving, where he/she will be and when he/she will return. Using terms children understand such as “before lunch,” “after nap,” etc. is helpful.
- Give a hug and a kiss and leave quickly.
- Discuss bringing a transition item from home with child’s teacher. A small photo of the family, a special stuffed animal, or even a sweater with parent’s scent may help a child to remember that his/her parent will return.
- Call the center to check on child so as not to worry needlessly.
- Visit the center on lunch break (if possible).
- If the child is having difficulty with separation, try leaving the child half day at the beginning and then increasing his or her stay week by week. Usually, the first week is the most difficult for the child. Sometimes it can take a month or two to get adjusted into a new setting, especially if it is the child’s first experience away from home. Parents should have an alternate emergency contact to pick up the child in case it becomes too distraught.

CELEBRATING HOLIDAYS

Celebrations of religious and historical holidays are unique to each family and should be celebrated according to the beliefs of that family. Attempts to celebrate religious holidays in a public setting such as ours can trivialize the spiritual significance of the occasion. Major holidays are usually accompanied by commercial stimulation that is difficult for young children to process. After much discussion and thought based on personal experience, and out of respect for the diversity of the families in our program, as well as our understanding of the needs and developmental levels of young children, the agency has chosen not to celebrate holidays at our centers. Instead, we may focus on related values, such as family in the fall, or caring and sharing during the winter holidays. We do encourage children to discuss important events in their lives, including holidays and church, mosque, temple, or

synagogue experiences, but do not plan for it formally. Parents are asked to communicate with their child's teacher if there is any way we can support their family's beliefs. At no time will candy or sugary sweets be allowed to be distributed to children.

BIRTHDAYS

We acknowledge children's birthdays but do not celebrate individual birthdays for the children at the centers. We believe this approach fosters inclusivity and ensures that all children feel equally valued during their time with us. We instead focus on creating a supportive and nurturing environment for all children, every day.

GRADUATION

At the end of the fiscal year (June), we celebrate our children's success in completing their preschool experience and promoting them to kindergarten. Marking this occasion helps children feel more comfortable with leaving the center and teacher that has nurtured them – and perhaps the only classroom experience they have ever had. Each center holds their graduation event differently. We do not allow balloons at the centers.

PARKING

Parking is a challenge at our centers. We ask parents to follow all traffic laws and safety rules when dropping off or picking up children. Give yourself sufficient time to find SAFE parking when coming to the center. Parking in red zones, by fire hydrants, double parking, and blocking alleys or driveways are illegal traffic violations and drivers may be cited. Plan ahead and arrive early to find parking. Parents should be aware of other parents and children crossing the street or around vehicles. Also, remember CHILDREN MUST NEVER BE LEFT UNATTENDED IN A CAR.

If you agree to the following releases, please **INITIAL next to each**. If you have any questions, please bring them up with the Site Supervisor at your orientation interview.

I, _____,
Print Parent Name

_____ hereby grant permission for my child(ren) to use all of the play equipment and participate in all of the activities of the school.

_____ have no objection to my child being included in photographs, slides, audio or video recordings taken at the center or on center walks, which might be used for purposes of interpreting the school program. I understand that any recording or observation will be done only with the consent of the Site Supervisor and under the supervision of the classroom Teacher.

_____ understand the disenrollment policies as outlined in the parent handbook.

_____ agree to abide by the standards for adult conduct as outlined in the parent handbook.

_____ agree to follow all traffic laws and safety rules when dropping off or picking up.

_____ acknowledge that I have received the Parents Rights form (LIC995) and the Personal Rights Form (LIC613A) from Community Care Licensing.

_____ have received a copy of the Parent Handbook and agree to follow the center policies.

_____ All my questions have been answered satisfactorily.

_____ Initial	All information I have given to obtain State subsidized services is true. The agency has the right to verify all information given.
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Child's Name: _____

Parent Signature: _____ **Date:** _____

Staff Signature: _____ **Date:** _____