



EARLY LEARNING FAMILY HANDBOOK

2023 - 2024

Early Learning Family Handbook

2023-2024

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Dear Parents/Guardians:

Welcome to Fresno Unified School District Early Learning Preschool and Child Care programs. Our Early Learning staff is looking forward to partnering with you to provide engaging and joyful learning opportunities for your child. Young children are naturally eager to learn; thus, we are committed to providing a safe environment that allows them to explore, play, and learn skills that will lay the foundation for academic success and life.

This handbook is a great resource for you to learn about our program and policies. Please read this booklet and keep it in a convenient location for future reference or access it at earlylearning.fresnounified.org.

We encourage you to visit your child's classroom and continue to talk, read, sing, and play with your child at home. Fresno Unified School District also has many resources for parents; please ask one of our friendly staff members for assistance in connecting with these resources. If you have any additional questions regarding the Early Learning programs, please contact the Early Learning Department at 559-457-3416.

Sincerely,

**Maria Ceballos Tapia,
Executive Officer**

Early Learning Department

TABLE OF CONTENTS

Mission and Core Beliefs 6

Fresno Unified School District Mission and Goals
Early Learning Mission and Core Beliefs

Opportunities and Equal Access Education 8

American Disabilities Act
Religious Instructional Worship
Open Door Policy

Program Philosophy and Goals 10

Program Description
Locations
Parent Engagement
Assessments and Screenings
Dual Language Learners Supports
Toilet Learning Supports
Positive Behavior Support
Food Services and Nutrition

Health and Safety 17

Sign-in/Sign-out Procedure
Daily Health Checks
Attendance and Absences
Siblings and School Age Children
Safety
Health
Safe Sleep — Infants
Medication at School
Medical or Dental Emergency
Other Emergency



Regulations 23

Community Care Licensing

Staffing and Ratios

Parents' Rights

Personal Rights — Child

Family Fees — Child Development Centers

Recognizing and Reporting Child Abuse



Parent Appeal and Complaint Process 28

Parent Appeal

Uniform Complaint Process

Fresno Unified School District Uniform Complaint Process

Community Care Licensing Complaint Process



Emergency and Community Resources 30



Confidentiality 31

MISSION STATEMENT AND CORE BELIEFS

Fresno Unified School District Mission

We nurture and cultivate the interests, intellect, and leadership of our students by providing an excellent, equitable education in a culturally proficient environment.

Fresno Unified School District Goals

- Improve academic performance at challenging levels
- Expand student-centered and real-world learning experiences
- Increase student engagement in their school and community
- Increase inclusive opportunities for families to engage in their students' education
- Increase recruitment and retention of staff reflecting the diversity of our community

Early Learning Mission

To ensure children of all abilities in Fresno Unified School District have an equitable start for college, career, and life readiness, the Early Learning Department provides nurturing, child-centered environments and high-quality educational programs that value and respect the needs, languages, and culture of all students, families, staff, and community.



Early Learning Core Beliefs

- Every child develops (socially, emotionally, cognitively, linguistically, and physically) at an individual rate, possesses unique characteristics, and exhibits an array of talents and interests regardless of family background, culture, special need, experience, or ability.
- Purposeful play is an essential vehicle for developing self-regulation as well as for promoting language, cognition, social competence, and critical thinking skills.
- Social, emotional, and cognitive development (including executive function) is foundational to academic learning.
- Effective early literacy instruction provides children with developmentally appropriate settings, materials, experiences, and social support encouraging oral language and early forms of reading and writing to develop into conventional literacy.
- The quality of the teacher-child relationship serves as a critical role in social and emotional development and has potential to exert a positive or negative influence on children's ability to succeed in school.
- Collective responsibility and collaboration among instruction teams to foster a caring, nurturing, safe and secure setting to focus on building the child as a whole, while supporting their development and learning to achieve their greatest potential.
- Meaningful family engagement in children's early development and learning supports school readiness and later academic success.
- Collecting and interpreting data through ongoing authentic assessment is fundamental to understanding a child's developmental and learning accomplishments and needs.

The following components are critical in achieving the Early Learning Core Beliefs:

- Competent and nurturing staff who are supported through continual professional learning opportunities
- Teacher support in guiding and facilitating cognitive, social emotional, language, and physical development through play, including
 - Child-initiated exploration and discovery
 - Intentionally designed environments
 - Collaboration between families, teachers, schools, and community
 - Opportunities for children to develop skills leading to critical thinking, problem-solving, persistence, and a growth mindset

OPPORTUNITY AND EQUAL ACCESS EDUCATION

“The Fresno Unified School Board of Education is committed to the success of all students irrespective of their immigration status, ethnicity, race, religion, sexual orientation, ability, sex and gender identity, socio-economic status or beliefs.

Be it Further Resolved: That the Fresno Unified School Board work closely with the city, county, and other state and local municipalities and community organizations to ensure our students and families have a safe place for learning at all of our schools.

Be it Further Resolved: In order to provide a public education, regardless of a child’s or family member’s immigration status, absent any applicable federal, state, or local law, regulation, ordinance or court decision, the District shall continue to abide by the following conduct:

- District personnel shall not inquire about or record any information regarding a student’s or a family member’s immigration status.
- No school site or school district personnel may disclose any information about students’ or family members’ actual or perceived immigration or citizenship status without parental consent or unless expressly required by law or court order.
- To the fullest extent possible under the law, no school site or school district personnel shall be permitted to voluntarily disclose student information with immigration agents; and,
- The District will not enter into agreements with state or local law enforcement agencies, ICE, or any other federal agency for the enforcement of federal immigration law, except as required by law. “

*Excerpt from Resolution No. 16-14, March 8, 2017,
Fresno Unified School District Board of Education*

Americans with Disabilities Act

The American with Disabilities Act (ADA) requires that childcare providers not discriminate against persons with disabilities on the basis of disability, that is, that children and parents with disabilities are provided with an equal opportunity to participate in the childcare center’s programs and services. For more information, contact:

U.S. Department of Justice toll-free ADA Information Line

(800) 514-0301 (voice)

(800) 514-0383 (TTY)

or

[Commonly Asked Questions about Child Care Centers and the ADA](#)

Religious Instruction and Worship

In order to provide a public education for all children, Fresno Unified School District Early Learning refrains from religious instruction or worship. A child may be excused from attendance for a religious activity when the parent deems it is in the best interest of the child.

Open-Door Policy

Fresno Unified School District Early Learning strives to build strong relationships with families. We have an open-door policy, please visit the classroom anytime. Parental participation is strongly encouraged, please adhere to current district, county, and state health guidelines.



PROGRAM PHILOSOPHY AND GOALS

Program Description

To prepare children for life-long success, Fresno Unified Early Learning promotes language skills, thinking skills, cognitive skills, small and large motor skills, and social development through close interaction with other children and adults. Children have the opportunity to learn and explore, as well as participate in small and large groups activities.

Early Learning programs implement the Creative Curriculum, a comprehensive, standards-based curriculum that is aligned with Developmentally Appropriate Practices, the California Preschool Learning Foundations, and the California Preschool Curriculum Frameworks. The Creative Curriculum provides the instructional tools and materials to engage children in a project-based investigation and make every moment of the day meaningful, intentional, and engaging. The curriculum encourages both children and adults to initiate learning experiences. Through daily planning and evaluation sessions, adults provide activities and generate strategies to challenge children's emerging abilities and to encourage children to develop and pursue their own interests, talents, and goals. The curriculum helps adults focus on developmental principles and encourages them to build on children's existing strengths and accomplishments. The curriculum also develops school readiness skills to prepare children to become successful students. Early Learning programs integrate the components of the Teaching Pyramid Framework including nurturing and responsive relationships, high quality supportive environments, and targeted social-emotional supports.



Locations

The Fresno Unified School District (FUSD) offers Early Learning Programs at 63 school sites throughout the district.



Full-Day Full-Year Early Learning Centers

Early Learning Centers are located at 5 school sites Heaton, King, Roosevelt, Scandinavian, and Webster, and 1 standalone site the FUSD LaVera Williams Early Learning Center. For more information on full-day full-year programs visit [Early Learning Centers | Fresno Unified Early Learning](#)



Full-Day Preschool Programs

6-hour preschool programs are offered at 5 elementary school sites Calwa, Kirk, Lane, Lincoln, and Olmos. These programs are offered in partnership with Fresno County Economic Opportunities Commission Head Start 0 to 5. For more information on full-day preschool programs visit [Preschool | Fresno Unified Early Learning](#)



Part-Day Preschool Programs

Part-day preschool programs are offered at most elementary school sites throughout FUSD. For more information on part-day preschool programs visit [Preschool | Fresno Unified Early Learning](#)



Inclusion Preschool Programs

FUSD Early Learning and Special Education partner in supporting sites that offer inclusive preschool settings. An inclusion program educates children receiving special education supports and services and their non-disabled peers together in the general education classroom. There are many benefits to participating in an inclusive classroom, which include, but are not limited to peer models, fostering social and emotional development skills, respect for others, and increasing access to the environment and curriculum. The determination for placement in an inclusive preschool setting is based on the outcome of a team decision during the child's Individualized Education Plan (IEP) meeting.



Dual Immersion (DI) Language Preschool Programs

FUSD Dual Immersion (DI) language preschool programs provide children the opportunity to learn in two languages, Spanish and English or Hmong and English. DI preschool programs are offered at various sites throughout the district. If interested in DI preschool programs at Ewing, Leavenworth, Sunset, or Wawona please connect with the FUSD Transfers Department at [Student Transfers | Fresno Unified State & Federal Programs](#). For more information on Early Learning DI preschool programs visit [Preschool | Fresno Unified Early Learning](#)

Parent Engagement

Meaningful family engagement in children’s early development and learning supports school readiness and later academic success. The information below provides information about parent engagement opportunities offered.

- During the enrollment process the parent will receive information regarding the program components, eligibility criteria and priorities for enrollment, fee requirements, and due process.
- Parent-teacher conferences will occur twice per year – once in the Fall and once in the Spring. Additional conferences can be scheduled at the teacher or parent request; conferences for school age children may be informal.
- Parent education workshops will be offered to all parents with children enrolled in any of the Fresno Unified School District Early Learning programs in partnership with the Fresno Unified School District Parent University.
- As a contractor with the California Department of Education in the State of California, Fresno Unified School District is required to form an Early Learning Parent Advisory Committee. The purpose of the ELPAC is to advise, not govern, Early Learning services and programs offered by the district. Serving on this committee is an excellent way for parents to become more knowledgeable about the program and to help ensure that the program continues to meet the needs of children and families.
- Parents may also participate in the School Site Council (SSC) and the English Learner Advisory Committee (ELAC) at their school site. All parents receive notices of parent meetings and are encouraged to attend the ELPAC, SSC, and/or ELAC meetings. Please contact your school office if you need additional information.
- Parents are encouraged to volunteer in the classroom. Please contact your child’s teacher to find out more. (See Parent Volunteers section for requirements)
- A parent wishing to observe is not required to have proof of immunizations that are indicated for Parent Volunteers. In this case, interacting or working with a group of children is prohibited. We welcome you to visit your child’s classroom and participate in the many volunteer opportunities.
- The current Fresno Unified School District Academic School Calendar can be accessed at [Fresno Unified School District Calendar](#).
- Parents will complete a Family Language and Interest Interview in collaboration with Early Learning staff.
- Parents will be asked to complete a brief survey on how well the program is helping them to support their children’s learning and development, and in helping families achieve their goals.

Parent Volunteers

Parent volunteers are welcome in the classroom and provide additional valuable support to staff and children. Parents wishing to volunteer in the classroom will need to complete an FUSD volunteer form. Once cleared by the principal, the parent will also need to provide negative Tuberculosis (TB) results/ risk factor administered within the past year and proof of measles, pertussis, and current influenza vaccines. All the above documentation will be kept on file in the classroom.

AB792: “Commencing September 1, 2016, a person shall not be employed or volunteer at a day care center if he or she has not been immunized against influenza, pertussis, and measles. Each employee and volunteer shall receive an influenza vaccination between August 1 and December 1 of each year.”

Assessments and Screenings



Desired Results Developmental Profile Assessment (DRDP)

The Desired Results Developmental Profile (DRDP) assessment instrument is designed to guide program staff in observing and documenting children's developmental status and progress for the purpose of program improvement. The DRDP (2015) is based on recommended practices for naturalistic observation of young children by familiar adults as they participate in activities and routines in familiar environments. FUSD Early Learning programs will implement the DRDP as follows:

- The teacher shall complete the age-appropriate Desired Results Developmental Profile for each child who is enrolled in the program. The DRDP required above shall be completed for each child between sixty (60) and ninety (90) calendar days from the first day of attendance and at least once every six (6) months thereafter. The teacher shall use the developmental profiles to plan developmentally age-appropriate activities.
- When a child will be transferring to a local public school from a program serving preschool-age children, the teacher shall provide the parent or guardian with information from the previous year deemed beneficial to the child and the public-school teacher, including, but not limited to, development issues, social interaction abilities, health background, and diagnostic assessments, if any. The preschool program may, with permission of the parent or guardian, transfer this information to the child's elementary school.
- If a child has a disability, and/or has an Individualized Education Program (IEP), the developmental profile shall be completed with any necessary accommodations and adaptations.
- Parents will also be asked to complete a brief survey on how well the program is helping them to support their children's learning and development, and in helping families achieve their goals.



Ages and Stages Questionnaire (ASQ)

The first years of your child's development are very important to their success in school and later throughout life, therefore, all families are asked to complete two developmental screenings – an Ages & Stages Questionnaire-3 (ASQ-3) which looks at 5 areas of development and an Ages & Stages Questionnaire: Social Emotional-2 (ASQ:SE-2) which focuses on social and emotional development. Completing these developmental screenings also meets the requirements for sites that participate in the Fresno County Early Stars Quality Rating and Improvement System (QRIS).

Dual Language Learner Supports

Children who are Dual Language Learners (DLLs) are those who are learning two or more languages at the same time or learning a second language while continuing to develop their first language. Children who are DLLs come from homes where a language other than English is spoken and have varying levels of proficiency in their home language and in English. The broader DLL population includes children from many different backgrounds, including many who speak heritage languages.

Definition adopted from U.S. Department of Health and Human Services and U. S. Department of Education

Fresno Unified Early Learning promotes full implementation of research-based strategies that ensure DLLs of all abilities have full access to and effective participation in daily learning experiences. Early childhood educators individualize their teaching and incorporate Personalized Oral Language Learning (POLL) strategies to effectively engage DLLs in all learning activities.

Toilet Learning Supports

A child's self-help skills, such as the ability to handle toileting needs independently, will not impede the enrollment process or entry into any of our part-day or full-day programs; enrollment will be solely based on eligibility criteria. For children who are not yet toilet trained, during the family connection meeting our programs will partner with parents/guardians to establish a specific toilet learning plan. Families are asked to bring your child to the classroom in underwear. Families are also asked to provide a change of clothes, including shoes and socks, should your child have an accident.

Positive Behavior Supports



Child Guidance

One of our goals is to help each child develop a positive self-image. Children feel good about themselves when they make choices that they, and others around them, are proud of. We recognize that children will learn self-regulation and pro-social behavior through teaching, modeling, and consistently reinforcing behavior and when needed, applying consequences (redirection) to help shape the child's decision around the desired behavior. Our facility does not condone nor employ corporal punishment as a means of discipline.

All staff are trained in the following interventions to manage behavior:

- Work with parents to meet each child's individual needs
- Positive Descriptive Acknowledgement
- 2nd Step curriculum for social emotional learning
- Redirection
- Model appropriate behavior
- Set age-appropriate expectations
- Adjust environment to support and engage children
- Evidence Based Practices

Supporting the development of all children enrolled in our programs is a high priority, therefore, there are processes in place to support children who may need extra support as they begin to exhibit behavior that presents serious challenges in the classroom/childcare setting. In rare circumstances, after all steps have been implemented, a child's persistent, challenging behavior that is posing a threat to themselves or others, may lead to determining other options for group care. For example, center base care typically has a greater level of visual and auditory stimulation than is found in a family childcare setting. For some children a family childcare provider or a smaller setting proves to be a more appropriate match for their needs. Thorough implementation of the process and steps must be documented as evidence that all reasonable steps have been taken and exhausted, prior to consideration of alternative placement or disenrolling a child from the program. The resolution to proceed with alternative placement is a collective decision amongst FUSD professionals and specialists with consistent and ongoing contact with the child. Fresno Unified School District will document the following:

- 1** Consult with the child's parents or legal guardians and teacher to maintain the child's safe participation in the program.
- 2** Inform the parents or legal guardians of a child exhibiting persistent and serious challenging behaviors of the process that the program will use to assist the child in order to safely continue to participate in the program.
- 3** If the child has an IEP or IFSP, and with the parent or guardian's written consent, consult with the local educational agency (LEA) or the local regional center on how to service the child.
- 4** If the child does not have an IEP or IFSP, considers (a) completing a universal screening including social and emotional development, (b) referring the parent or guardian to local community resources, and (c) implementing behavior supports, before referring the child to the LEA to request an assessment to determine the child's eligibility for special education and support and services, including a behavior intervention plan.
- 5** If after following and documenting the reasonable steps referred to above to foster the child's safe participation, and concerns about safe participation remain, FUSD will consult with the child's parents or legal guardians, the child's teacher and if applicable, the LEA providing special education services to the child.
- 6** If FUSD determines that the child's continued enrollment would present a continued serious safety threat to the child or other enrolled children, FUSD shall refer the parents or legal guardian to other potentially appropriate placement such as Resource and Referral agencies and programs, or other local referral services available in their community.
- 7** Once the reasonable steps outlined above have been completed, the contracting agency may then disenroll the child, subject to the due process requirements and procedures.



Biting

Our program does not focus on punishment for biting, but on effective techniques that address the specific reason for the biting. When biting occurs, we have four main responses:

- Care for and help the child who was bitten
- Help the child who bites learn other behaviors
- Work with the child who bites
- Appropriate First Aid practices

We work to keep children safe and help the child who bit learn different, more appropriate behaviors.

Food Services and Nutrition

Nutritious breakfasts, lunches, and/or snacks are offered daily at each site. No additional fees are charged to parents for meals served. Parents are encouraged to have their child participate in the meal program.

Infants are provided with formula, diapers, and nutritious meals according to California Department of Education guidelines. Children are encouraged to feed themselves and expand their language skills as they interact with staff and other children.

Fresno Unified School District includes in its program a nutrition component that ensures the children have nutritious meals and/or snacks during the time in which they are in the program. The meals and snacks shall be culturally and developmentally appropriate for the children being served and shall meet the nutritional requirements specified by the Federal Child and Adult Care Food Program (CACFP) or the National School Lunch Program Food and Nutrition Service (NSLP). Dietary modifications can be made for children who require a special diet. Menus are posted in the classrooms and are also available at [Nutrislice | Fresno Unified School District](#)

HEALTH AND SAFETY

The following rules and regulations are necessary in order to comply with local and state guidelines and policies. All children must have proof of up-to-date immunizations and signed physical by a licensed physician during enrollment process and annually.

Sign-in/Sign-out Procedure

Signing your child in and out is mandated by the California State Department of Education and Community Care Licensing guidelines. Each child must be signed in and out daily by the parent, guardian, or parent designee. The parent designee must be 18 years of age or older and be written on the student's emergency card. In addition, the person bringing a child to school must remain until:

- Child has been checked by staff if he/she has been out with an illness.
- Child has been signed in by the person using full legal signature. In the event of an emergency, it is the record of your child being present. Person must be written on the Emergency Card by parent/guardian prior to signing child in/out. Person signing child out must present identification.
- Person has recorded the time of day, on the sign-in/sign-out sheet.

Title 22, Division 12, Chapter 1, Sections 101226.1(b) Daily Inspection for Illness, and 101229.1: Sign In and Sign Out



Daily Health Checks

To protect the health of your child and others when you sign your child in, your child's teacher will give your child a brief visual health check. Please do not send your child to school with any of the following symptoms:

- Fever (over 100°)
- Diarrhea/blood in stool
- Persistent acute cough
- Sore throat
- Green discharge from the nose or extreme congestion, causing difficulty breathing
- Discharge from child's ear, reddened eyes, a hoarse sound when crying or speaking
- Nausea or vomiting
- Constant head scratching or sores on head (lice, scabies, etc.)
- Unusual spots or rashes
- Persistent stomach pain
- Not well enough to participate in school activities.

Any time that a sick child is taken home, he/she is required to stay home the following day to ensure that he/she has a chance to get well. Before returning to school the child's temperature must be normal for 24 hours without the use of fever reducing medication.

If your child becomes ill, you will be called by the school nurse and/or school office staff to take him/her home. Keep the school informed of who should be called for the child in case of illness. If you cannot leave your work, the "substitute parent" will need to be called. You will also need to sign your child out in the classroom prior to your child being released to go home.

When your child has been exposed to a contagious disease, please notify the Site Supervisor/school nurse/Teacher, who will watch for symptoms of illness. This will help prevent epidemics at the school. If the teacher notifies you that your child has possibly been exposed to a contagious disease, watch for symptoms of that disease.

Attendance and Absences

A child's early years are developing through consistency; therefore, it is critical that your child attend school regularly and on time in order to take full advantage of what our program has to offer. Keep in mind that if your child is absent twice a month, your child would have missed out on 20 days of learning, which makes them one month behind their peers.

If your child is going to be absent, please contact the school that same day to report the absence along with the reason for absence. In the event that we do not hear from you after 7 days of consecutive absences, an abandonment of services process will begin. Disenrollment will take place if we do not hear from you within 30 days.

EXCUSED ABSENCES

Illness of the Child	Family Emergency	Best Interest of the Child Not to exceed ten (10) days during the year
<ul style="list-style-type: none"> ● Illness (fever, cough, cold, stuffy nose, asthma, earache etc.) ● Injury, communicable disease, ailment, injury, hospitalization, or quarantine ● Student Appointment including doctor, dentist, mental health, counseling, or therapy ● Exclusion for failure to present evidence of immunization or medical exam ● Lice (3 days per occurrence) 	<ul style="list-style-type: none"> ● Illness of a parent or family member which prevents a parent from taking a child to class ● Sibling /parent doctor or dental appointment ● CPS Involvement ● Court ordered visitation (copy of court order on file) ● Family member is required to appear in court ● Death or funeral service of someone who is not in the immediate family ● Other - immigration, domestic issues, fire/ burglary, auto accident ● Sheltering in place ● Parent job interview ● Lack of transportation 	<ul style="list-style-type: none"> ● Family vacation ● Time spent to visit family members out of town ● Non order custody arrangement ● Observance of a holiday or ceremony of his/her religion

UNEXCUSED ABSENCES

<ul style="list-style-type: none"> ● Child didn't want to come to school ● Woke up late 	<ul style="list-style-type: none"> ● No contact/unable to reach parent ● Due to weather 	<ul style="list-style-type: none"> ● Personal reason ● Thought there was no school
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Siblings and School Age Children

For Part Day Programs Only:

- Children who are kindergarten age or older may not be present in the preschool classroom or play yard.
- Siblings may not be included in preschool study trips if available, or classroom visitor presentations.

Safety

- For the safety of the child, shoes must always be left on. Fire/evacuation drills may occur.
- The Early Learning Program is not responsible for any lost, damaged or stolen items.
- Food, money, or toys are to remain at home unless special arrangements are made in advance with the teacher. Only commercially, individually wrapped food items are acceptable.
- For the safety of your child, he/she will only be released to those persons listed on the emergency card on file in the center office photo ID will be required.
- Anyone under the influence of alcohol or drugs will not be allowed to take a child from the classroom/center. If the person continues to insist, the police will be called.
- Teachers are required by law to report any suspected child abuse to Child Protective Services.



Sun Safety

- Shade is provided for rest.
- Activity time in sun areas is limited to no more than 15 minutes.
- Fabric sun hats may be sent to school as head protection for children to wear during outdoor activities.
- Drinking water is available. Children may drink freely.
- Sunscreen: See Medications at School section for over-the-counter medications.



Clothing

A change of clothes should be brought to the classroom. Children who are toilet learning should have several sets of clothes, underwear, shoes, and socks at all times. All garments should have the child's name marked clearly with permanent ink. If the supply of extra clothing is used, replenish the following day. For your child's comfort, ensure your child's clothes are clean when brought into the center each day. Children must wear shoes that have backs and be appropriate for outside play.

Health

- Enhanced handwashing practices will be followed daily.
- Daily visual inspection for health of each child will be done before signing child in.
- Children will be closely monitored for illness throughout the day.
- Enhanced daily cleaning and sanitizing of facilities throughout the day.



Air Quality

Participation in outdoor activities on “bad air” days will be restricted based on Fresno Unified guidelines: [Air Quality | Fresno Unified School District](#)

Safe Sleep – Infants

Safe Sleep regulations include but are not limited to:

- Each infant shall be constantly supervised and under direct visual observation and supervision by a staff person at all times.
- Each infant, up to 12 months of age, must have an Individual Infant Sleeping Plan (LIC 9227) on file.
- Infants up to 12 months of age must be placed on their backs to sleep, unless there is a medical exemption from a licensed physician that allows for alternative sleep position.
- Cribs must be free of all loose articles and objects, including blankets and pillows.
- Infants must not be swaddled while in care.
- Infants must not be forced to sleep, stay awake, or stay in the sleeping area.
- Infants who fall asleep before being placed in a crib must be moved to a crib as soon as possible.
- Sleeping infants and toddlers 24 months and younger will be (physically) checked every 15 minutes and documentation will be made regarding their sleeping condition.



Medication at School

Medication is given at school only when absolutely necessary for adequate treatment for the child. The following policy governs administration of medication at school which is coordinated through the school nurse:

Prescription:

- A parent request form stating that the child's physician has ordered medication to be given at school and confirming such an order.
- The parent must obtain a physician's written order giving indication for medication, the type, dosage, time, method of administration, and duration. On a FUSD medication at School order form, must be renewed each school year.
- The medication must be in a pharmacy labeled bottle with the child's name, medication, dosage, and physician name. Each child's name must be listed on the bottle and in the written order. You can also request at the pharmacy an extra labeled bottle for school use.

Over the counter medications

- For the safety of the child, the above policy for prescription medications also applies to over-the-counter medications.

Medical or Dental Emergency

In a situation where the child requires emergency treatment, the following basic steps according to the Emergency First Aid Guidelines for California Schools (Revised 2013) are followed:

- Call 911
- Notify Office so that they may direct emergency responders upon arrival at the site
- Notify parent/guardian

In a head injury emergency:

- Notify parent/guardian for suspected head injury.

In a dental emergency such as a permanent tooth being knocked out, the procedures according to the Guidelines followed are:

- Find tooth, use disposable gloves, do not handle root of tooth.
- Rinse tooth without touching the root
- Store tooth for transport in one of the following: milk or child's saliva.
- Notify office first, then the parent.

Other Emergency

See Disaster Plan on licensing parent board. Programs follow the FUSD school safety plans for emergency situations such as fire/earthquake drills, etc.

For the safety of your child, he/she will only be released to those persons eighteen years of age or older, listed on the emergency card on file in the center office photo ID will be required.

REGULATIONS

Community Care Licensing

All part day and full day childcare centers are licensed through the California Department of Social Services – Community Care Licensing (CCL) Division and are governed by the California Health and Safety Code and Title 22 of the California Code of Regulations.

The core mission of the CCL Program is to ensure that health and safety of children in care. The CCL Program strives to provide preventive, protective, and quality services to children in care by ensuring that licensed facilities meet established health and safety standards through monitoring facilities, providing technical assistance, and establishing partnerships with providers, parents, and the childcare community.

- The California Department of Social Services or the Licensing Agency shall have the authority to interview children, or staff, and to inspect the center and audit child or facility records without prior consent.
- The California Department of Social Services or the Licensing Agency shall have the authority to observe the physical condition of the child/children, including conditions which could indicate abuse, neglect, or inappropriate placement and to have a licensed medical professional physically examine the child.
- [Licensing inspections and reports](#) are available. The center also has a file/binder containing licensing inspection reports for parents to review.

Community Care Licensing Office

1310 E. Shaw, Fresno, CA 93710

(559) 243-4588

Complaint line: (844) 538-8766

Staffing and Ratios

All sites have administrators available. Administrators/Directors hold either an Administrative Credential or a Program Director Permit issued by the Commission on Teacher Credentialing.

Classroom teachers hold Child Development Permits that prepare them to teach young children. Child Care Centers are also supported by a Site Supervisor to assist and ensure a high-quality program and hold the appropriate child development permit through the Commission on Teacher Credentialing. Ongoing Professional Development training is provided to all staff.

Each class is staffed with a teacher and instructional assistants. The number of assistants varies according to the age group. The adult to child ratio is as follows:

- Infant: 1-3
- Toddler: 1-4
- Preschool: 1-8

Parents' Rights

Title 22 of the California Code of Regulations:

Parents/guardian, upon presentation of identification, have the right to enter and inspect the childcare facility in which their child/children are receiving care, without advance notice to the provider. Entry and inspection are limited to the normal operating hours while their child/children are receiving care.

- The law prohibits discrimination or retaliation against any child or parent/guardian for exercising their right to inspect.
- The law requires that parent/guardian be notified of their rights to enter and inspect.
- The law requires that this notice of parent's right to enter and inspect be posted in the facility in location accessible to parents/guardians.
- The law authorizes the person in charge of the childcare facility to deny access to a parent/guardian under the following circumstances:
 - The parent/guardian is behaving in a way that may pose a risk to children in the facility.
 - The adult is a noncustodial parent, and the custodial parent does not permit access to the noncustodial parent.
- Receive from the Licensee the name, address, and telephone number of the local licensing office:

Community Care Licensing
1310 E. Shaw Ave. Fresno, CA 93710
(559) 243-4588

- Be informed by the licensee, upon request, of the name and type of association to the child care center for any adult who has been granted a criminal record exemption, and that the name of the person may also be obtained by contacting the local licensing office.
- Receive, from the licensee, the Caregiver Background Check Process form.

NOTE: California state law provides that the licensee may deny access to the child care center to a parent/authorized representative if the behavior of the parent/authorized representative poses a risk to children in care.

For the Department of Justice Registered Sex Offender data base, visit meganslaw.ca.gov

Personal Rights – Child

Title 22 of the California Code of Regulations

Each person receiving services from a community care facility and /or a child day care facility and/or child day care facility shall have rights which include, but are not limited to the following:

- To be accorded dignity in his/her personal relationship with staff and other persons.
- To be accorded safe, healthful, and comfortable accommodations furnishings, and equipment to meet his/her needs.
- To be free from corporal or unusual punishment, infliction of pain, humiliation, intimidation, ridicule, coercion, threat, mental abuse, or other action of punitive nature including, e.g., eating, sleeping, or toileting or withholding of shelter, clothing, medication, or aids, to physical functioning.
- To be free to attend religious services or activities of his/her choice and to have visits from the spiritual advisor of his/her choice. Attendance at religious services, either in or outside of the facility, shall be on a completely voluntary basis. In Child Care Centers, decisions concerning attendance at religious services or visits from spiritual advisors shall be made by the parents(s), or guardians(s) of the child.
- Not be locked in any room, building, or facility premise by day or night.
- Not to be placed in restraining devices without advance approval by the licensing agency.



Family Fees – Child Development Centers

Some families enrolled in the program may have a family fee based on their total countable income, family size and certified hours of care. You will be notified by the site supervisor if and when you are responsible for paying a family fee. Family fees are invoiced and collected monthly; a receipt is given for each payment received. Retain your receipts for monthly fees, should a question arise concerning fee payment.

All fees are due and payable in advance, forms of payment accepted cash, personal check, cashier check or money order. Fees are still required for days that a child is absent due to illness or vacation.

Fees are to be given directly to the site supervisor; program is not responsible for fees which are not directly given to site supervisor.

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 Social Services.



Assessment

Family fees are only assessed at:

- Initial Certification
- Recertification
- Voluntarily written parent request to have fees reassessed
- Decrease: Effective on the first day of the month that follows the NOA issue date
- Increase: No increase

Full-time monthly fees are applicable when services are approved for 130 hours or more per month. Part time monthly fees are applicable when services are approved for less than 130 hours per month.

Note: When a family's child is assigned both a school and vacation schedule, families will be assessed both a monthly and full-time fee.



Exemptions

The following are exemptions:

- 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 referral determines the fee waiver is necessary



Delinquent Fees

Families with delinquent fee plan from previous fiscal year (July 1-June 30) must continue to make payments according to their Plan for Payment of Delinquent Fees.

Note: Family fees are waived until October 2023, per guidance provided by the California Department of Social Services.

Recognizing and Reporting Child Abuse



What is child abuse?

According to California law, child abuse occurs when a child is:

- Physically injured by other than accidental means.
- Exploited sexually.
- Not provided with adequate food, clothing, shelter, medical care, or supervision.
- Any child can be abused regardless of socioeconomic, ethnic, cultural, occupational, religious, or age group.
- The abuser is often the child's caretaker, such as a parent, stepparent, relative, or early learning professional.



Who Reports Child Abuse?

- Professionals who work with children—teachers, childcare workers, and doctors—are regarded by law to be mandated reporters and required to inform the authorities of suspected instances of child abuse.
- Anyone who has a reasonable suspicion or concern about a child.

Section 11166 of the Penal Code requires any child care custodian, medical practitioner, non-medical practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report a known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

PARENT APPEAL AND COMPLAINT PROCESS

Parent Appeal

Notice of Action – Whenever an agency makes changes to child care services (for example, by approving or denying services, by changing the approved hours of care, or by terminating services), the agency must notify you by giving you a document called a “Notice of Action” (NOA). The NOA will inform you of the type of action taken, the reasons for the action and the date when the action shall take effect.

Notice of Appeal – Parents must file a notice to appeal the action within fourteen (14) days from the date the NOA is given to the parent, or 19 days if mailed to the parent. Your Notice of Action provides you with specific instructions for appealing an action. Please keep a copy of your NOA. If a parent disagrees with the local hearing appeal decision, the parent may appeal for a state review of the local hearing decision. The [Parent Appeal Information Pamphlet](#) provides information regarding the two levels of appeal described above. Please see your Notice of Action for specific instructions on how to appeal.

Uniform Complaint Process

Individuals, agencies, organizations, students and interested third parties have the right to file a complaint regarding the Fresno Unified School District/Early Learning Department alleged violation of a statute or regulation that the California Department of Education is authorized to enforce. This includes allegations of unlawful discrimination. Complaints must be signed and filed in writing with:

(for Preschool, Part-day and Full-day Programs)
California Department of Education
Early Learning and Care Division Complaint Coordinator
1430 N Street, Suite 3410
Sacramento, CA 95814

(for Infant and Toddler Programs)
California Department of Social Services
Community Care Licensing Complaint Coordinator
744 P Street, MS T9-15-48
Sacramento, CA 95814

If the complainant is not satisfied with the final written decision of the California Department of Education or the California Department of Social Services, remedies may be available in federal or state court.

Fresno Unified School District Uniform Complaint Process

It is the district’s goal to resolve most parent/guardians concerns or complaints informally and/or at the level closest to the concern/complaint as possible with the assistance of the school site administrators and the Ombudsperson, who is part of the Constituent Service Office.

- Complaint forms are specific to the type of complaint (i.e., employee, program, discrimination, Williams Act, Uniform Complaints, etc.). Complaint forms are available at any school site, the Constituent Service Office or at [Constituent Services Office | Fresno Unified Board of Education](#)
- The process begins by completing a complaint form and returning it to the site administrator, department head, or the district person/department identified to receive the complaint.
- The complaint process is handled in a confidential manner. Retaliation for filing complaints is prohibited by law and Board policy.

Community Care Licensing Complaint Process

The core mission of the CCL Program is to ensure that health and safety of children in care. The CCL Program strives to provide preventive, protective, and quality services to children in care by ensuring that licensed facilities meet established health and safety standards through monitoring facilities, providing technical assistance, and establishing partnerships with providers, parents, and the childcare community.

The Child Care Licensing Program is also mandated by law to investigate complaints that constitute a possible violation of licensing laws and regulations...

All children and families, regardless of age, ethnicity, cultural background, socioeconomic status, or ability, are afforded the same protections under the law and regulations for childcare facilities. Complaints regarding a Child Care Center may be filed with the Licensing Agency at:

Community Care Licensing
Complaint line: (844) 538-8766



EMERGENCY AND COMMUNITY RESOURCES

Early Learning Program Information: Full-day and Part-day Programs: (559) 457-3416

Parent University: (559) 457-3090 fresnounified.org/dept/parentuniversity

COMMUNITY RESOURCES	
Emergency	911 (Fire/Paramedics/Ambulance/Police)
Fresno Police Department	559-621-7000 (Non-Emergency)
Fresno County Sheriff	559-600-3111
Poison Control	800-222-1222
Family Doctor	
Burn Center	559-459-6000
Child Abuse Careline	559-600-8320
Marjaree Mason Center	559-237-4706
Help In Emotional Trouble	800-784-2433
Children's Services Network-Find Care	559-456-8195
Parent Warmline	888-584-2204
Rape Counseling	559-222-7273

CONFIDENTIALITY

All eligibility and family records are maintained in secured files which are only available to authorized personnel.

Confidential information will only be released by written authorization from the parent or by court order.

Note: FUSD BP 3400.21 Will be followed in the event of any actual or suspected fraud.

During the enrollment process written authorization is obtained to use photographs of children for purposes outside the program.





View the Early Learning Family Handbook online and explore its links by scanning the QR code above with your mobile device.

Fresno Unified School District

Early Learning Department

2309 Tulare Street

Fresno, CA 93721

(559) 457-3416

www.fresnounified.org

Robert G. Nelson, Ed.D., Superintendent