Welcome

We are happy to welcome you and your child to HSU Children’s Center 10th Street Preschool. We hope this year will bring rewarding and valuable learning experiences for you and your child.

This handbook is intended to provide you with valuable information about our program and answer questions that you may have throughout the year, from registration through leaving the program. The following sections are included:

- Our Mission, Program Philosophy, Goals & Objectives
- Our Program
- Information about Subsidized Care & Policies for both Full Cost and Subsidized Care
- Waiting List
- Eligibility
- Enrollment Process & Ongoing Enrollment, Termination Policies
- Health & Safety, Emergency Procedures
- Parent Rights & Responsibilities
- Program Rights & Responsibilities, Additional Services & Notifications
- Contact Information

If you have any questions or concerns feel free to contact us at any time.

Susan Rosen  Star Mohatt
Program Director  Center Director
HSU Children’s Center  10th Street Preschool
Mission, Program Philosophy, Goals & Objectives

This section includes:

✓ Our Mission Statement
✓ Our Program Philosophy
✓ Our Program Goals
✓ Nutrition, Health & Social Services

The mission of the HSU Children’s Center is to provide affordable, convenient, high quality child development services for families of the Humboldt State University community.

The Children’s Center believes that children are active, self-motivated learners. Children’s development is fostered through intimate, stable relationships with caregivers and a secure, appropriate and challenging environment. Through the process of play and interaction with others and the environment children solve problems, work out social situations, integrate and synthesize information and construct knowledge. It is the responsibility of the teaching staff to provide the social and physical environment and activities that support and challenge development, taking the lead from the children’s needs, interests, and changing abilities.

This philosophy is based on the following beliefs:

• Each child is unique and special.
• Parents are the child’s first and most important teachers.
• A successful early childhood (first six years) is critical to healthy physical, emotional, and intellectual development later in life.
• Children grow and mature according to predictable stages of development as well as individual timetables.
• Children need a safe, healthy, and nurturing environment in order to grow up as healthy, successful adults.
• A secure, stable relationship with significant adults is necessary for children to optimally grow and develop.
• Good early childhood practices are based on knowledge of child development theory and research.
Program Goals:
• To work with parents to provide a program that meets the needs of each family and child with respect to diversity in race, culture, family structure, and language
• To provide parents with support, education and desired referrals to meet their family needs
• To provide stable, intimate, and individualized relationships with children and parents
• To provide a safe, predictable, and developmentally appropriate environment for children of different ages and abilities
• To provide care that is respectful and responsive to children and parents
• To support and challenge each child’s growth in all areas recognizing each child’s uniqueness and individual timetable
• To furnish children with a wide variety of experiences which will challenge their abilities and encourage their interests
• To help children develop problem solving, communication and negotiation skills to facilitate positive relationships
• To provide a program that reflects the lives of the children and families as well as the diversity found in society

Goals for Families:
• To be active participants in their child’s school experience.
• To be active participants in program planning and evaluation.
• To develop support network to help meet family needs.
• To secure necessary services to assist in meeting family needs.

Goals for Children:

Children are personally and socially competent:
• To show self awareness and a positive self concept
• To demonstrate effective social and interpersonal skills
• To demonstrate effective self regulation
• To show awareness, acceptance, understanding, and appreciation of others’ feelings, needs, similarities and differences
• To show growing abilities in communication and language

Children are effective learners:
• To show an interest in learning new things
• To show cognitive competence and problem solving skills
• To show an interest in real life mathematical and science concepts
• To demonstrate emerging communication and literacy skills
• To demonstrate creative expression through art, music, dance, drama
• To develop non-stereotypical understanding of diversity in culture, family, ability, language, age and gender
• To demonstrate understanding of community in which they live
Children are safe and healthy:

- To respond to and initiate personal care routines with greater independence
- To demonstrate awareness of safety practices that minimize risk and support healthy growth
- To show increasing independence in making health life choices

Children show physical and motor competence:

- To move in coordinated way using large muscles in arms and legs
- To develop ability to coordinate use of hands to reach, manipulate, release with increasing strength and control
- To develop ability to balance self in space
- To develop use of eyes and hands together to perform tasks

Annual Program Assessment & Plan for Continuous Improvement

The Children’s Center utilizes a number of tools to assess program performance annually. Information is gathered from stakeholders in assessing the program. All areas are evaluated – children’s program and learning; parent satisfaction; teacher performance and satisfaction; overall environment; and administration and funding.

The development and learning of the children is assessed using the California Department of Education Desired Results Developmental Profile (DRDP) assessment system. Each child is assessed within the first 60 days of the beginning of fall term (or whenever enrolled) using the age appropriate instrument. The Classroom Teacher analyses the classroom data and develops a Summary of Findings identifying Action Steps to guide further curriculum for the group and individual children. The follow-up on the plan is monitored. The DRDP is conducted again for each child in six months with another Summary of Findings and Action Plan to be followed.

Annually all parents are involved in a Parent Evaluation Survey of the overall Children’s Center program. The results are reported to parents through the Parent Advisory Board and newsletter along with program changes identified through the survey.

Annually an Environmental Rating is conducted on each classroom using either the ITERS or ECRS-R Rating Scales. The Classroom Teacher and another staff members rate each classroom and average scores. Each Classroom Teacher then prepares a Plan of Action to address areas for improvement. The follow-up is monitored.
Each Classroom Teacher is evaluated annually and each student employee is evaluated each semester. The evaluation process involves a self-evaluation and evaluation by the immediate supervisor. In discussing the evaluation together future goals are set and past goals reviewed.

The Director and Office Manager conduct a review of the administration of the program utilizing the California Department of Education (CDE) Contract Monitoring Review instrument. Every three years a Department of Ed consultant conducts the review. A Plan of Action must be submitted to CDE on any items on the instrument that the program does not meet. Items must be corrected within 45 days.

At the end of Spring Semester the core staff (Director, Assistant Director, Classroom Teachers, and Office Manager) have a planning retreat to review the program year, plan for the next and future.

As a requirement of funding by the California Department of Education the Children’s Center must submit an Annual Report including the findings from all assessment tools and establishing a Plan of Action for the future. This is developed by core staff and the Parent Advisory Board. The planned program changes are reported to families at the first Advisory Board meeting in the fall and in the first newsletter (most families do not attend in the summer).

The Children’s Center Director also submits an Annual Report to the university identifying success in meeting University goals and providing annual program statistics. The University goals are based upon the University Strategic Plan.

Professional Participation

The Children’s Center core staff (Director, Assistant Director, Classroom Teachers) participate in a wide variety of early childhood education organizations by joining and attending meetings and conferences.

All professional and student staff are encouraged to participate in training activities and events. As a requirement of employment, students must enroll in one course per semester of the required coursework until they complete the minimum 12 units. Prior to each semester the upcoming courses are posted in the classroom. The Children’s Center also schedules a series of mandatory trainings throughout the year to provide required trainings for the student staff. Training opportunities available in the community are also posted in the office and classrooms and all staff are encouraged to attend.

Nutrition, Health & Social Services

The HSU Children’s Center furnishes a nutritious breakfast, lunch, and afternoon snack each day following the U.S. Department of Agriculture Child & Adult Food Program Guidelines. Meals and snacks are provided for children in attendance at
the time the meal is served. Weekly menus are posted at each classroom and on the Center’s web site. The Children’s Center Parent Advisory Board has established the following food policy for the Center:

The provision of a vegetarian diet, serving no meat. The USDA meat alternate requirements are to be met through the use of beans, cheese, yogurt, eggs, and peanut butter. Limiting the use of sugar. The inclusion of whole grains in place of refined and processed grains, limiting of fats, salt, and additives in the food served. The use of 1% milk rather than whole or low-fat to meet USDA milk requirements for children over 2 years. Whole milk is served to children under 24 months.

Through a partnership with Head Start eligible Children’s Center families can also receive additional services available through Head Start. These services are facilitated by our Family Service Coordinator, and may include health, dental, special needs assessments and services; nutritional counseling; car seat program; etc.

Parent Education information is made available to parents through meetings and guest speakers, bulletins, and newsletters and parents may check out books from the Parent Resource Library located in the Office.

Health information is provided to parents in a variety of ways. Meetings covering health-related topics are conducted occasionally and other health information is included in newsletters, bulletins or postings.

Referral Services are also available to help families locate needed services. A resource file containing HSU services and community services for families is located in the Office. All families are given a listing of local resources upon enrollment.

The university has implemented an Integrated Pest management (IPM) Program that stresses the use of the least hazardous means for controlling pests and unwanted vegetation. Pesticides and herbicides are sparingly, if ever, used. In the event that chemicals are to be used, they would be applied when children are not present and parents would be notified in advance and following. More information is available on the Department of Pesticide Regulations IPM Web site: http://schoolipm.info
Our Program

This section includes:

✓ Ages Served, Days & Hours of Operation, Location
✓ Open Door Policy
✓ Equal Access, Non-Discrimination Policies, and State Mandated Policies

Ages Served

HSU Children’s Center 10th Street Preschool serves families with children from 18 months old until they are legally eligible to enter kindergarten, as legislated by the State of California. We serve children in two classrooms – a toddler classroom that enrolls children between 18 and 30 months of age. Children can be served until they are 3 years old if there is a developmental need and the families give their written permission.

The toddler classroom is licensed as a toddler option to the preschool license. Children enrolled in the toddler classroom can remain until they are 30 months old or until three years of age if it is deemed developmentally appropriate with the written permission of their families.

Our preschool classroom serves children from two to three years of age until they leave for kindergarten. We provide an emergent, child-directed curriculum that encourages children to explore new ideas, materials, and processes. There are ample opportunities for children to work with each other and teachers to following their ideas and answer their own questions.

Days & Hours of Operation

The Children’s Center operates Monday through Friday, 7:30AM to 5:30PM. We are closed for some holidays and for a week before the beginning of the Fall semester to prepare the classrooms and have orientations. Please consult our calendar at www.humboldt.edu/childrencenter for details.

Location

The 10th Street Preschool and Toddler classrooms are locate 1.1 miles from campus, at 1695 10th Street.
Open Door Policy

Families are always welcome in their children’s classrooms. Feel free to work out a transition for drop-off and pick-up that works for you and your child. Often children enjoy when their family members visit them during the day, this is an especially nice way to celebrate a special day like your child’s birthday. Talk to your child’s teacher for suggestions if your transitions are challenging – they have lots of experience and have seen a multitude of different ways to manage.

We are legally required to release a child to their biological parent, and to give parents access to their child on site. This is especially important for you to know if you are separated from the other parent. The only circumstance under which we can keep a child from their parent is when a restraining order is in force and we have a copy.

Equal Access, Non-Discrimination, and other Required Policies

The HSU Children’s Center welcomes the enrollment of children with disabilities and makes all reasonable accommodations to meet the child’s individual needs. The program will work with parents and specialists in the development and implementation of IFSPs, IEPs, and other individualized plans to address the child’s needs.

The HSU Children’s Center does not discriminate on the basis of actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability, or age or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics. All families are encouraged to participate in all aspects of the program. Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact CSDA’s TARGET Center @ (202) 720-2600 (voice and TDD).

The HSU Children’s Center will provide no religious instruction or worship.

The HSU Children’s Center policies are subject to review by the University administration, Center staff and Parent Advisory Board. Parents will be notified in writing of any policy changes. Open meetings for major policy changes are held for parents at the monthly Parent Board meetings. Policies causing undue personal concern may be discussed with the Center Director, Parent Advisory Board members, and/or University administration at any time.
The University Uniform Complaint Procedures are available in the Center Office and on Humboldt’s State web page http://www.humboldt.edu/president/uml/un100-01.html

Community Care Licensing

The Children’s Center is supervised by Community Care Licensing. Licensing analysts may visit the program at any time. They may observe and talk with children during their visits. Licensing has access to all records, including children’s files and personal information. Parents will be informed if the Children’s Center is visited by licensing and the outcomes of such visits.

Families may contact licensing with questions or concerns about any aspect of the HSU Children’s Center program. Concerns may be addressed to Dept. of Social Services, Community Care Licensing (707) 826-9961.

The Children’s Center participates in the USDA Child and Adult Care Food Program. The Children’s Center serves breakfast, lunch and afternoon snack daily to all the children enrolled. Based on a policy established by parents we serve a vegetarian diet. Meals include milk, protein, fresh fruits and vegetables and whole grains. There is no charge to parents for meals as our food program is supported by a grant from Child & Adult Care Food Program.

Weekly menus are posted in each classroom and on our website. Children with allergies and special food needs will be provided substitutes whenever possible. Please contact the director if your child needs these accommodations.

“In accordance with Federal law and U.S. Department of Agriculture (USDA) policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call (800) 795-3272 or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer.”

Parent Participation

Parents are encouraged to be active participants in their child’s program at the Children’s Center. There are a variety of ways parents can make decisions and support their child’s experience at school. The very first is by getting to know the Center and your child’s teacher at the parent orientation. This is an opportunity for you to collaborate with the Center staff and share your desires, family culture, and expectations as well as learn about the teacher and our program.
Schedules

The children’s day is scheduled to create opportunities for routines, for inside and outside, for loud and quiet, for active and focused, and for spending lots of time following an idea or activity to its conclusion. Our daily schedule reflects these priorities.

**Toddler Schedule**

7:30  Center Opens – activities available, reading, housekeeping

8:30  Breakfast

9:00  Quiet activities, Art projects, Jumping Room, Sensory table

Toileting and Diaper Changes

10:30  Outside play

Toileting and Diaper Changes

11:30  Lunch

12:00  Toileting and Diaper Changes

Transition to naps (individualized)

Quiet activities

1:30  Inside and outside activities

Toileting and Diaper Changes

2:30  Snack

3:00  Toileting and Diaper Changes

Art projects, Sensory Table, Housekeeping, Books

4:00  Outside activities

Toileting and Diaper Changes

5:30  Center Closes
**Preschool Schedule**

The daily schedules are posted on the parent information board. It is used as a general guideline with some flexibility, depending upon the children and the day.

7:30: Center opens – games, puzzles, stories
8:30: Breakfast
9:00 ish: Circle Time – songs, stories, usually theme or project related
9:15 ish: Free Choice of revolving activities (outside and inside)
11:00 ish: Acts of Kindness
11:15 ish: Small Group – skill building activities
11:30: Lunch
12:00 ish: Free Choice (outside and inside)
1:00 ish: Quiet Time; Outside Free Choice for non resters
1:30 ish: Circle Time – songs, stories, usually theme or project related
1:45 ish: Small Group Activities; Free Choice
2:30: Snack
2:45 ish: Free Choice (outside and inside); Second rest group
4:00 ish: Prepare for after care and late p.m. activities
4:15 ish: Second Snack
4:30 ish: Late p.m. activities
5:15 ish: Prepare for school closure and departures
5:30: Center closes

**Naptime**

Naptime is an individualized and intimate experience at the Center. We try to cater to the needs of the child and family. Therefore, we nap children according to their personal needs. Teachers review with families the Family Needs and Services Information to find out their specific routine.
We prepare and set up a relaxed environment in the nap area, making sure beds are ready for the number of children who nap that day before going to the rest area. Staff are respectful of children who are sleeping. We use quiet voices, and whispers, and encourage children to use soft voices as well. Each child’s bedding and rest items are in their cubby. Families are responsible for weekly washing or more often if soiled. After the child’s nap, teachers spray the cot with disinfectant and wipe it down with a paper towel before putting it away or using for another child. Staff members are required to visually supervise napping children.

**Discipline**

The Children’s Center believes that children are active, self-motivated learners. Children grow and develop self-discipline over time, with the support of caregivers and in the context of relationships. Adults support the development of pro-social behaviors in a variety of direct and indirect ways – through positive relationships, modeling, supporting peer interactions, creating engaging environments, promoting small group activities, utilizing routines and schedules, and supporting children’s learning and practice of their social skills. Every child has their own timetable for development, therefore we believe that guidance must be relationship-based and individualized. If behavior becomes disruptive or challenging, we work with families to plan supports to help the behavior diminish.

**Implementing Classroom Preventive Practices**

1. **Safe Environment:** Every effort is made to make the Children’s Center is the safest environment we can provide for children, a place set up expressly for the use of the toddlers and their parent and caregivers. A carefully planned environment limits the need for adults to control toddler behavior verbally.

2. **Rich and Varied Curriculum:** Provided both inside and outdoors. In addition to allowing the children to use the materials already out on the shelves, provide enriched experiences that match their interest and energy level.

3. **Routines:** Daily routines provide a structure that helps toddlers feel secure and know what to expect.
4. **Duplicate Toys**: At the Center, we keep materials in matching sets of duplicate toys so that each child can have a similar toy.

**Using Social and Emotional Teaching Strategies**

1. **Non-verbal Techniques**: The caregiver is physically close to the toddler, sitting on the floor or a low seat, kneeling or squatting and making eye contact. Use meaningful gestures, such as a soft touch on the shoulder or stroking a cheek or arm to model gentleness.

2. **Redirect** toddlers to an appropriate substitute activity. For example, if a child is throwing toys, start a “basketball” activity, throwing soft toys or balls into a container. If a child grabs the pen from your pocket, get out markers and paper. Active children may be ready for outside play or a rainy day large motor activity like indoor climbing or jumping.

3. **Choices**: Providing simple choices gives toddlers the sense of autonomy and control that is essential at this stage of development. Make sure that both of the choices you offer will provide an outcome that is acceptable to you.

4. **Modeling**: Model pro-social behaviors (turn taking, sharing, empathy, gentleness, appropriate use of materials, and problem-solving techniques).

5. **Coaching**: Teachers use positive directions, telling the toddler, briefly and firmly, what to do (rather than what not to do). For example:

   **SAY**                               **DO NOT SAY**
   
   Keep your bottom on the chair           Don’t climb on the chair

6. **Reinforce**: Recognize when the child behaves appropriately and be specific. Lecturing and “time out” are examples of negative attention that we do NOT use at the Children’s Center.

   Attention for undesirable behavior reinforces that behavior, so ignore undesirable behavior when possible.

**Planning Intensive Individualized Interventions**

1. **Observation**: Watch and document child behavior.

2. **Conference**: Meet with family and create an individualized plan to address area(s) of concern. This may require involvement of community resources. Plan will include action for both family and classroom.

3. **Implementation**: Parents and classroom staff consistently implement plan for two week period and record observations.
4. **Follow up:** Assess & re-evaluate. If after a 6-week period the child’s behavior has not improved, or if the teacher no longer feels they can keep other children safe from the actions of the child, the family will be given 2 weeks to leave the program. A meeting will occur with the teacher, family, and the Director or Assistant Director to create a transition plan for the family.

**Toddler Specific Strategies**

1. **Small Groups:** Keep children in small groups preferably with single caregiver and four or less toddlers in a given space. Crowding and over-stimulation can lead to challenging behaviors. Also, in this setting you will not be dividing your attention between too many toddlers.

2. **Observation:** Close observation of each individual child is of utmost importance in providing quality care and guiding toddler behavior. Closely observe each child to see what captures their interest and when they become frustrated or aggressive (are they crowded, hungry or thirsty, tired, or bored?) Avoid problem behaviors by providing activities that a child especially enjoys or by discovering and meeting unmet needs.

3. **Primary Caregiving:** The HSU Children’s Center supports the belief that each child needs to develop an intimate, stable relationship with consistent caregivers. To achieve this, the classroom children form a group and the same caregivers care them for each week. Although each caregiver is fully responsible for all toddlers during their shift, a special attachment is fostered and soon develops between each caregiver and his or her “own” three to four toddlers in the group. All caregivers work as a team with a classroom of toddlers.

**Visitors**

Parents are always encouraged to visit, this is your Center and you are always welcome. While you may notify the classroom when you are coming to visit, parents are free to come and go at their own discretion.

All other visitors to the Center must check in at the Office first before going to the classroom. This includes relatives of the child unless they are visiting with the parent in attendance or unless they are designated to pick the child up from school. Practicum students and students visiting to observe the program must sign in at the Office. Children’s Center staff members’ friends or relatives must check in at the Office before visiting. The Office staff will issue a visitor’s pass to approved visitors.
Subsidized & Full Cost Child Care Policies

This section includes:

✔ Eligibility & Need for Service
✔ Income Documentation & Documentation of Family Size
✔ Family Fees
✔ Family Selection Process
✔ Notice of Action (NOA)
✔ Continuing in the Program & Recertification
✔ Requirement to Notify Program of Changes

Eligibility & Need for Service

Student Families may be eligible to participate in one of our California Department of Education grants that will subsidize all of most of the cost of their child’s child care. In order to qualify for the subsidized grant families must be eligible and have a need.

Eligibility for subsidized child care is based on documentation and verification of at least one of the following:

- Income
- Current Aid Recipient (CalWorks)
- Homelessness
- Child Protective Services
- At Risk of Abuse, Neglect, and/or Exploitation

Documenting Income

Income includes all income of the individuals in the family including:

- Gross wages & Overtime, Tips
- Cash aid
- Child support payments received
- Any other income
- Income is documented for the month preceding certification.
Homelessness is documented by a written referral from an emergency shelter or other legal, medical or social service agency or a written self-declaration that you are homeless and a describing your living situation.

Child protective services can write a referral for a child - a statement from the local county welfare department, child welfare services worker, certifying that the child is receiving Child Protective Services and that child care and development services are a necessary component of the CPS service plan.

If a child is at risk, we need a written referral dated within six months of the registration including a statement by a legally qualified professional that the child is at risk of abuse and neglect and that child care and development services are needed to reduce or eliminate that risk.

**Documenting Family Size**

Families must provide supporting documentation regarding the number of children and parents in the family. Supporting documentation for the number of children shall be at least one of the following:

- Birth certificate
- Child custody court order
- Adoption documents
- Foster Care placement records
- School or medical records

When only one parent has signed the application for service and the information provided indicates the child in the family has another parent whose name does not appear on the application, then the presence or absence of that parent shall be documented. Supporting documentation of the presence or absence of the other parent must be any one of the following:

- Records of marriage, divorce, domestic partnership or legal separation
- Court ordered child custody arrangement
- Evidence that the parent signing the application receives child support payments
- Rental receipts or agreement contracts, utility bills or other documents for the residence of the family indicating that the parent is the responsible party
Need for Services

Need for services is based on documentation and verification of at least one of the following:

- Child Protective Services
- At-Risk
- Parental Incapacity
- Employment
- Training Toward Vocational Goal
- Actively Seeking Employment
- Seeking Permanent Housing

Family Fees

Some families will qualify for subsidized child care with a family fee. Fees are assessed based on income and family size. There is no adjustment for absences. Fees are billed at the beginning of the month and must be paid to your student account at Cashiers or online by the 7th of the month they are billed.

Family Selection Process

HSU Children’s Center holds registration each year at the end of the summer. Letters to everyone on the waiting list are mailed in June describing the process and setting dates. Families are invited to pick up registration materials the last week of July and meet with the Director during the first week of August. All paperwork must be completed before families arrive for their registration appointment. During the meeting the director will go through all of the paperwork and certify the family, evaluating their need for care and other information.

Families are then enrolled based upon the following priorities set by the California Department of Education:

Subsidized Families:

- Children referred by Child Protective Services
- Children at risk
- Children of student families by rank – lowest per capita income first, if same rank then by date placed on waiting list
- For our State Preschool Grant – 4 year olds first, then 3 year olds

Full Cost Families: Families who do not qualify for subsidized child care may be enrolled as full-cost as space allows. Approximately 1/3 of our child care spaces serve full cost families. Families will be enrolled for full-cost child care based on the following priorities:
• Siblings of currently enrolled HSU Students, by date placed on the waiting list
• HSU Staff and Faculty, by date placed on the waiting list

Orientations will be held at the beginning of the semester to acquaint the new child and their family with the classroom and staff. Children and families are invited to visit the classrooms prior to actual attendance. Parents will be invited to new student orientations by the classroom teacher. Families whose children who enter the program during the semester or summer will be invited to an orientation before their children begin.

Fees

For families eligible for subsidized child care, fees are based on a sliding fee scale according to the family’s gross monthly income and family size. There is no fee for families enrolled in the 3.5 hour State Preschool program.

Families enrolled at full-cost are charged a rate comparable to the California Department of Education reimbursement rate:

For Infant Room:

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<th>Student</th>
<th>Staff/Faculty</th>
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<tbody>
<tr>
<td>o Half-day (less than 4 hours)</td>
<td>$17.50/day</td>
<td>$27.50/day</td>
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<tr>
<td>o Three Quarter-day (4-6.25 hours)</td>
<td>$26.25/day</td>
<td>$41.25/day</td>
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<tr>
<td>o Full-day (6.5 hours or more)</td>
<td>$35/day</td>
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For Toddlers & Preschool

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<th>Student</th>
<th>Staff/Faculty</th>
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<tr>
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<td>$17.50/day</td>
<td>$25.00/day</td>
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<tr>
<td>o Three Quarter-day (4-6.25 hours)</td>
<td>$26.25/day</td>
<td>$37.50/day</td>
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<tr>
<td>o Full-day (6.5 hours or more)</td>
<td>$35/day</td>
<td>$50.00/day</td>
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HSU bills families for fees at the beginning of each month. All fees are due by the end of the month. Accounts can be settled at the Cashiers or online. HSU Children’s Center does not accept any payment directly.

Parents must have accounts paid in full in order to register for the following semester. The university will contact families regarding unpaid bills and can place a hold on their account which can result in withholding of all university services. In the extreme, Accounts Payable can request we terminate services.
California Department of Education requires we collect family fees for all days that a child is enrolled, regardless of absences. HSU Children’s Center does allow families to use up to five make up days per semester, during breaks and finals week. We also allow families that are enrolled to take one week of vacation per semester, one week in the summer when they are not charged for care. Please let us know as early as possible when you will be taking vacation.

Any credit or refund necessary will be credited to the parent’s account at the beginning of the next month, some credits are reflected on the account sooner but it can take some time to process. Families can only be credited for one week of vacation per semester. Families are billed for the required two week notice period, regardless of attendance. If families are billed for more than two weeks and withdraw, a refund will be issued for the remaining prepaid amount.

**Notice of Action**

Families will be notified on the Tuesday following registration, hours will be posted for each classroom and families who qualify for subsidized child care will receive a Notice of Action in the mail. Families who are not registered because of space will be contacted by phone.

Notice of Action are issued when:

- Certification or recertification is completed
- Changes that affect need, fees, and eligibility occur
- Family fees are delinquent

**Continuing in the Program**

Current families are invited to request child care hours first each semester. To continue to receive services families must complete all paperwork and provide required verification each year when asked, and whenever there is a change in their income or schedule, within 5 calendar days.

Due to the University schedule change during Finals week, parents must sign up for the child care needed for this period. Scheduling forms will be distributed to all families and must be completed and returned by the due date to insure you will get the schedule you need.
Enrollment Process & Ongoing Enrollment

This section includes:

- Registration
- Paperwork Required
- Calendar
- Block Schedule
- Attendance
- Ongoing Enrollment

Registration

Registration takes place before the start of Fall semester classes, in late July and early August, and individually throughout the year as openings occur. During the last week of July registration packets are available for pick-up. At that time families make an appointment to meet with the Director during the first week of August. All paperwork is due and must be complete for that appointment. The Director reviews all of the paperwork and ranks families according to need and waiting list date. After meeting with all families, the director fills the classrooms and schedules are posted the following Tuesday.

Families on the waiting list will be notified by mail of all important registration dates. Only families who attend registration will be considered for enrollment. As openings occur throughout the year, families will be contacted based on our registration priorities.

Required Registration Forms

- Subsidized Application with income documentation and Employment Verification/Signed Release
- Or Full Cost Application
- Training Verification (Subsidized only) with computer class schedule
- Two Emergency Cards
- Two Class Schedule Cards (Student and Faculty parents only)
Parents of children continuing in the program from one semester to the next will be required to update their child’s file each semester. Families will only be given the needed update forms in the registration packet. These must be returned on the date for registration to maintain status as continuing.

CHILDREN CANNOT BE REGISTERED IN THE SUBSIDIZED PROGRAMS IF PARENTS DO NOT BRING THE NEEDED VERIFICATIONS AT THE TIME OF CHILD CARE REGISTRATION. Income verification is required on a yearly basis for this program. However, parents must notify the office any time their family size or income changes. Income verification includes any and all of the following:

- Pay check stub, TANF Passport of Service, etc.
- Financial Aid letters
- Veterans funding letters
- Letter certifying alimony and/or child support payments received or copies of checks
- If self-employed, persons must demonstrate current employment and income (income statement from previous 12 month period)
- Dividend statement
- Savings passbook or statement
- Unemployment/Disability check copies or letter of eligibility
- Work schedule (days and hours) will be verified with employer

STUDENT PARENTS ARE REQUIRED TO HAVE SELECTED TENTATIVE CHILD CARE HOURS NEEDED AND CLASS SCHEDULES BEFORE THEY ATTEND REGISTRATION.

In cases where both parents are living in the home, both must be unavailable for childcare to be eligible for subsidized services (except State Preschool Program). Only one parent need be a student to receive priority as a student family. The other parent must be verified as working, seeking employment, or incapacitated. Child care hours when one parent is seeking employment are limited to hours available after student parents receive class time, as that is a first priority, and only for 60 working days per year (one university term).
Parent(s) must list all persons authorized to pick up their child on the Emergency Form provided. Children will only be released to persons indicated on this form. If an emergency occurs and an unauthorized person is needed to pick up a child, a written note signed by the parent or permission given over the phone to the Teacher or Director is acceptable. Individuals picking up children will need identification. At no time may an employee of the HSU Children’s Center sign a child out on the sign-in sheet.

If a particular member of the family is prohibited from picking up a child this must also be indicated on the Emergency Form. As changes occur they must also be noted on the form. If a parent is prohibited from picking up a child, the Center will need a copy of the court order.

At the time of registration, all parents will request child care hours for the semester. No hours will be confirmed until several days after registration. CONFIRMED child care hours for RETURNING parents are always posted at the respective Centers.

New parents will receive their confirmed hours only at the Parent Orientation. ALL NEW PARENTS are REQUIRED to attend the orientation meeting. Child care spaces will not be reserved for those new parents who do not attend this meeting. Orientation is held before each semester. Parents will be notified of dates in advance.

Because of the high need for child care services and the limited spaces at the Children’s Center, all families do not receive all hours needed and some families receive no hours. It is advisable for families to make some backup childcare arrangements. Changing Tides Family Services (444-8293) maintains a listing of all childcare services in the county and can make referrals for any families.

Due to the University schedule change during finals week, parents must sign up for the child care needed for this period. Scheduling forms will be distributed to all families and must be completed and returned to arrange for child care during finals week.

Parents must always notify the Children’s Center Office (826-3838) if they want a change in their original contracted hours any time during the semester. Before changing class schedules, parents should check the availability of different hours of care as the classrooms are usually scheduled to capacity. Two schedule changes can be made per semester unless unusual circumstances.

Orientations will be held at the beginning of the semester to acquaint the new child with the Center and staff. Children and parents are invited to visit the
Centers prior to actual attendance. Parents will be notified of the date of New Child Orientation in advance. Children beginning mid-semester will also be given the opportunity to visit and meet with the classroom teacher prior to attendance.

**Calendar**

HSU Children’s Center maintains a calendar for the current year online at our website: [http://www.humboldt.edu/childrencenter/calendar.php](http://www.humboldt.edu/childrencenter/calendar.php)

**Block Schedule**

To maximize care and accommodate the most families the Children’s Center uses block scheduling. Arrivals and departures can only occur during specific blocks but within these blocks parents can select full or part-time care. Parents should use the block schedule in planning classes. (Hint: 8:00 a.m. classes, though not the easiest on families, are the best chance of getting a parking space on campus.) Following is a diagram of the block schedule. Children can be scheduled to arrive and depart during any time within the shaded blocks.

- **Morning Arrivals** between 7:30 and 9AM
- **Morning Departures and Afternoon Arrivals** between 11:30 and 1PM
- **Afternoon Departures** between 3:30 and 5:30PM
- **State Preschool** either 8-11:30 daily or 12:30-4 daily

Contracted arrival/departure times must be closely observed. Staffing is determined by contracted hours and if a child arrives early or is picked up late the State mandated adult: child ratio and maximum enrollment cannot be maintained. The program cannot guarantee safety or the continuance of the Center’s license should a licensing representative come by during a period of over-enrollment. If a child arrives early or is picked up late (according to contracted hours), more than three times during a semester, the child can be dropped from the program. This only applies when parents have not called in advance to inform the Center of the emergency. The staff will make every attempt to work out individual problems.

All changes in a family’s contracted childcare hours must be made with the Office. **Two** schedule changes are allowed per semester unless there are
unusual circumstances. All schedule changes must be approved by the Program Director.

Emergency/Occasional Care – If a parent needs extra hours beyond their contracted hours for one day, parents may call the Office to determine whether enough staff is available to maintain the required staff/child ratio. No child can be dropped off who is not normally scheduled without making previous arrangement with the Office. At the end of the day if a child is picked up late a late fee of $5 for each 10 minutes will be charged. Parents will be billed this late fee and child care priority for the following semester will be lost if not paid.

Attendance

Families must sign in their child upon arrival and sign them out before taking them out of the center for the day. Authorized adults must enter the time of arrival and departure on the sign in sheet using a full signature.

For Subsidized Families there are two types of absences: Excused and Unexcused. Excused illnesses include child illness, parent illness, best interest of the child (limited to ten absences per year), family emergency, and court-ordered visitation. Unexcused absences are limited and a child may be dropped from the program for excessive absences.

Best interest of the child may include religious activities, family vacation, special time with relatives, others at discretion of director. Family emergencies include natural emergencies, transportation problems, weather conditions, sibling illness and others at the discretion of the director.

Limited Term Services Leave allows for a family to leave the program for a proscribed period of time (one semester or one academic year) and return without losing their priority for enrollment.

Continuing Enrollment

After the first semester of enrollment, returning families have priority over new families. Each semester, finals week, summer sessions, winter break and spring break, returning families will be given registration materials. Those returning families who return their registration requests on time and with required paperwork will be enrolled first. Families generally receive the hours they request for finals weeks and breaks. For each academic session families usually get what they request, but sometimes there are impacted times and days and the director will work with families to make a schedule that meets their needs and the needs of other families in the classroom.
Termination of Services

If a child is chronically absent due to illness or otherwise, the Center reserves the right to review such cases which could result in the termination of child care services.

Additionally, a child can be terminated from the program if parents refuse to furnish required paperwork or provide fraudulent information. All required forms will be provided to the parents prior to registration. The Department of Social Services and Department of Education mandate that a child cannot be served without the necessary forms in his/her file. Parents will be notified 10 days prior to any termination to allow time to provide the needed paperwork.

Although it happens very rarely, it has occurred that a parent has arrived to pick up a child in an inebriated state either from drugs or alcohol. Legally the Center cannot release a child if there is any question of the person's ability to insure the child's safety. If a parent arrives to pick up a child in an inebriated state the following steps will be taken:

1. Contact persons listed on emergency card to pick up parent and child.
2. Contact taxi or University Police to provide transportation if local.
3. As a last resort, report to police, with car license plate number if available, as well as a possible follow-up report to Child Protective Services.

When planning to leave the program, parents need to give two-week notice before withdrawing a child. This allows time for another child to be admitted. Parents must notify the Office two weeks prior to the child's last day, or pay the two-week tuition if a fee-paying family.

The Children's Center reserves the right to drop a child from the program if it is determined that it would be to the best interests of the individual child or the group. The Children's Center can only serve those children whose needs can be effectively met by the program, and is required to insure the safety of all children in care.

Not all children thrive in group care or in specific programs. Additionally, the program is limited by funding, adult:child ratios, specialized training of staff, etc. and cannot meet all the needs of all children. Specific circumstances in which this may occur include: aggressive, anti-social or unacceptable behavior to the extent that the child's safety or the safety of other children or staff cannot be guaranteed inability of the child to adjust to the group care situation.

Should it be determined jointly by the administrators and teaching staff that the program is unable to meet the needs of a specific child, enrollment will be
denied or services terminated. Whenever possible this action will only be considered after other avenues available to the program have been explored in an effort to provide service to the child and family. Referrals to other services and assistance in finding other child care will be made available to the family.

The following procedure will guide program action in most cases. (If the child’s behavior poses a serious risk to the safety of children or staff termination may be immediate.) Parent will be notified of the concern and meeting will be scheduled. Intervention meeting between parent, Assistant Director and Teachers, outline situation/area of concern and establish plan of action for both Center and parent(s) to address concern, finally set date for follow-up meeting and possibly determination meeting. At the follow-up meeting staff and families will evaluate progress and adjust plan as needed. If a child does not respond to the interventions of the staff and family within a 6 week period, or if the child’s behavior escalates so that staff can no insure the safety of the other children in the group, the family, teacher and director or assistant director will meet and create a timetable for the transition from the Children’s Center.
Health & Safety and Emergency Procedures

This section includes:

- Immunizations
- When to Keep Your Child Home
- Medications
- Allergies
- Sun Protection
- Emergency Procedures

Registration Paperwork & Immunizations

State law requires all children must have a Health Record/Physical Form on file. It must be signed and completed by a licensed physician or nurse practitioner. **This Physician's Health Record must be completed before a child begins attending the Children's Center,**

California State regulations require all children admitted to child development programs to be immunized against polio, diphtheria, whooping cough, tetanus, measles, mumps, rubella, hepatitis, meningitis & chickenpox. These immunizations must be up to date for the child's age. Make sure that your child receives any immunizations needed at the time of his or her physical. Exemptions to immunizations are only made for the following reasons:

1. **Medical reasons:** A DOCTOR'S WRITTEN STATEMENT IS REQUIRED which must include the type(s) of immunizations exempted and the specific nature and probable duration of the medical condition.

2. **Personal beliefs:** AFFIDAVIT TO BE SIGNED BY PARENT OR GUARDIAN requesting exemption due to personal beliefs and stating that in the case of an outbreak of any disease, the child may be temporarily excluded from school for his/her protection. (According to the Public Health Department, a single case of an immunizable disease is considered an outbreak and an unimmunized child will be excluded for the full length of the incubation period.) Personal beliefs affidavit is provided on the back of the blue immunization record card.
Families who choose not to immunize their child on the prescribed timetable or at all must complete an addition form required by licensing, CDPH 8262 Personal Beliefs Exemption to Required Immunizations. This form must be completed and turned into the office before children can begin attending the Children’s Center.

Keeping Your Child Home

When children enter a group care setting they have many new experiences. One of these experiences that often distresses parents is the increase in the number of colds and/or other common illnesses. The increase in the number of illnesses is due to the child being exposed to increased numbers of people. After the child has been in the group care setting for a few months, they will develop a greater resistance to these types of infection.

To provide parents with some guidelines as to when a child should not be in the Center, the following list has been prepared. If a child appears too ill to be cared for at the Center as judged by a staff member at the time of arrival or at any time during the session, the parent will be contacted to come for the child. If a child is sent home from school, they may return only after they are symptom free without medication for an entire day. Parent should have some alternate child care plan ready in case of illness.

Keep a child at home if he/she has:

- Fever, Diarrhea or Vomiting within the last 24 hours (child must be symptom free for 24 hours).
- Pinkeye or Conjunctivitis, which is indicated either redness, burning and/or discharge.
The child will be excluded from school until symptom free. Even if the child is on prescription drops the child cannot attend with symptoms as the drops are only effective for the bacterial type infection.
- Croupy cough or cough accompanied by rapid or difficult breathing or wheezing.
- Clear, runny nose which has just begun. The child will be excluded for two days; this is when a cold is contagious or may be an early sign of other illness.
- Rashes that the parent cannot identify or have not been diagnosed by a physician.
- Contagious diseases. Some of these are: measles, chicken pox, mumps, roseola, etc.
If a doctor diagnoses an infection and places the child on an antibiotic, the child should remain home until on the medication for a full 24 hours.
- Lice or nits in hair.
Parents will be notified of any exposure to communicable diseases. Information will be posted in the classroom including symptoms, incubation period, control methods, and when the child can return.

Each day when your child arrives the greeting teacher will do a health check, looking for symptoms or signs that your child is not feeling their best. Please share information about their sleep, their morning, or anything you might think is relevant for the teacher to know to support your child’s success throughout the day. If the teacher feels your child is too ill to be in school, they will let you know during arrival and you will need to keep your child with you for the day.

**Medications**

The Children’s Center does not administer any medications (neither prescription nor over-the-counter). Parents can come in to administer medication as needed, storage space if available in the Office refrigerator.

**Allergies**

All allergies and/or special dietary or medical needs must be indicated on the Emergency Form and on the Physician’s Form. Allergies and special dietary needs must be documented by a physician listing the food that may be substituted. Parents should also complete a Health Care Plan for any child with special medical conditions, including allergies. This plan identifies medical need, symptoms, triggers, and action plan.

EpiPen Jr. and EpiPen – if your child’s allergies are or may be life threatening and require immediate intervention with an EpiPen Jr or EpiPen, we will comply with those needs. Please work with your classroom teacher to complete a Health Plan that describes the symptoms and triggers, and exactly when medication would be administered. The EpiPen Jr or EpiPen must be prescribed by the child’s physicians, with instructions clearly on the box or device. If the medication were administered, the teacher or office will contact you immediately and call 911 for follow-up care. All professional staff and associate teachers are trained in First Aid and practice the administration of an EpiPen during that training.

**Sun Protection**

Children will be protected against cold, heat and sun injury. Fresh air is valuable in preventing disease so children will go outside daily whenever possible. Parents are asked to provide warm clothing and rain gear. To prevent sun injury the program will provide sunscreen (with UVB and UVA protection). Parents will be asked to sign permission for the application of sunscreen and to provide alternative brand if they want a sunscreen other than that provided.
Diapers & Diaper Creams

The Children’s Center provides diapers and wipes for all children enrolled while at school. If families prefer to provide their own diapers and wipes, they may make arrangements with their child’s classroom teacher. Diaper Creams can be applied as necessary – please work with your teacher to complete a Health Care Plan that describes exactly when this should take place. Teachers must comply with the directions on the product families provide.

No Smoking

The Children’s Center facilities including outdoor play areas are smoke free. No smoking is permitted within 1000 feet of the Children’s Center.

Weapons of Any Kind

Humboldt State University does not allow any weapons on campus. The Children’s Center complies with this policy and discourages children from pretending to use weapons while at school. Please support these efforts in your discussions with your child.

Emergency Procedures

In the event of an Earthquake or Other Disaster while children are attending the Children’s Center, parents should retrieve their child from the Center immediately. The Children’s Center playgrounds have been established as the Emergency Assembly Point (EAP) for our program. If a parent is unable to reach a child, the Center will contact an authorized emergency contact person from the child’s Emergency Card. If a child is sent with an emergency contact person, the Center will document the child’s name, with whom he/she left, and the destination.

If required to evacuate the Centers, the new location will be posted on each Center and Office door. If a parent is physically unable to reach the Center, evacuation location and other updated information will be available by calling 826-INFO or the Center’s Emergency Sister Campus, Chico, (916) 898-5865. Information updates will also be announced on the local radio.

In the event that the Campus Emergency Alert System is activated, children will immediately be taken into the classrooms, away from windows, lights off, doors locked. Teachers will wait for notification from the Office before taking further action. No one will be allowed to enter or exit the classrooms for any reason until the alert has been rescinded.
If the university CLOSES the campus (Red Alert and Signage) parents should retrieve their child from the classroom immediately.

If campus classes and activities are CANCELLED (Yellow Alert and Signage) student parents must retrieve their child from the classroom immediately. It is important that student parents pick up their children as we will only have the classroom teachers to provide care for children of staff and faculty parents that have emergency operations responsibilities. Staff and faculty parents should call the Office (ext. 3838) to determine if the Center will remain open as in some situations it may be the decision of the administration to close the Children’s Center during a Yellow Alert.

In the event of a Power Outage, parents will be contacted to come pick-up their children. If a parent’s class is cancelled due to electrical power outage they should retrieve their child from the Center. The heaters in our buildings do not work when the electricity is out and they cool down quickly. If the electrical power outage continues and the campus is closed all parents should retrieve their child from the classroom immediately.

Prepare a family emergency plan ahead of time that covers your time on campus. Have contact people on the child’s Emergency Card that are familiar with your family’s emergency plan. Keep the Children’s Center wallet emergency card accessible with emergency numbers.

Prepare an individual emergency bag for your child's cubby. Include spare shoes, socks, underwear, pants, long sleeve shirt, raingear, and diapers if needed. Prepare a family kit for your vehicle and your home with (minimally) food, water, blanket, and first aid kit.

Emergency procedures have been developed and posted at each classroom. Emergency supplies are located in the equipment shed at the Center. Children and Staff drill monthly for Fire, quarterly for Earthquake, and whenever the University drills for lock downs.
Family Rights & Responsibilities

This section includes:

- Registration, Orientation, Attendance
- Emergencies
- Parent Advisory Board
- Parent Participation
- Communication & Confidentiality
- Children’s Supplies

As a condition of enrollment in the HSU Children's Center parents have the following responsibilities:

**Registration, Orientation & Attendance**

All parents must provide the Center with all required registration and enrollment forms and information. The various agencies that govern the Center’s operation mandate the collection of this information for the enrollment of children in the program. All parents are required to attend an orientation meeting before their child can attend the program.

Parents are required to sign the attendance sheet with full signature as they deliver and pick up their child each day. Parents must maintain their contracted arrival and departure times.

Parents must call the Center by 9:00 am if their child will be absent or late for any reason. By calling when their child will be arriving late the parent guarantees that their child’s space will not be given to someone wanting extra hours for the day.

If an emergency occurs and the parent will be late to pick up their child by the contracted time, the parent must call the Center or Office. This is only for emergencies.
Parent Advisory Board

Parents are encouraged to participate at the decision making level. This can be done by becoming a member of the Parent Advisory Board or by attending the monthly Board meetings. The Parent Advisory Board represents parent views and offers them a voice at the administrative level.

Parent Participation

The Children’s Center is a parent participation program. We believe that it is essential for the education of young children that home and school work together. Each family is requested to contribute a minimum of nine hours per semester (4 hours in the summer) to the Center’s operation. A wide variety of tasks are available to meet this, including actual participation in your child’s classroom, jobs that can be done at home, attendance at Parent Advisory, etc. Parents are requested to donate their time and resources towards the fundraisers held each semester. Funds raised provide supplies for the children’s program and directly benefit each family.

Communication

Parents should carefully read parent bulletin boards, newsletters, and other materials as they contain important information and dates. Parents should write any daily messages to the staff on the white boards provided. These could include messages relating to daily needs of their child, i.e. dietary concerns, if a child is to wear a hat, coat while outside, etc. Parents should check these locations for messages from the staff.

Accidents & Incidents

Accident Report Form

The Accident Report Form is used to inform parents of any of the following that occur at school:

- Any injury that results in a mark (scrape, scratch, pinch, bump that results in redness)
- Any injury that would result in a lasting impression (sand in eyes, bit tongue, slivers, bug bites, etc.)
- All human bites
- Bump to the head

The intent of the form is to notify families of what happened, how the accident occurred and what steps were taken to aid the child. It is critical that the family receives this notification the same day that it happens. Parents are asked to sign accident report forms at departure.
Incident Report Form

The Incident Report Form is used to document when a child hurts another child or staff member even though we know that it is developmentally normal at the age of our children and, in most cases, the injury was not really intentional. Incidents include biting, scratching, pinching, hitting etc. The Classroom Teacher will complete the Incident Report Form and share it with the family. A copy of the Incident Report will also go to the office. The Classroom Teacher will notify all the classroom staff about the situation and remind them to be more watchful and to report any further injuries and/or attempts. Following three Incident Reports for the same child the Supervising Teacher will conference with the child’s parents and develop a plan to address the situation. All classroom staff will be informed of the plan and how they are to implement it.

Incident conferences are followed by a meeting two weeks later where the family and teacher can discuss progress made and any changes that need to be made to the behavior plan. If a child does not make progress in changing behavior after a six-week period, or if the behavior escalates and staff do not feel they can maintain the safety of the other children in care, the family will be asked to leave the center and a transition meeting will take place to support the family. In most cases families will be given a two-week notice, but the center reserves the right to immediately dis-enroll a child for extreme behavior where the safety of other children and staff cannot be insured.

Confidentiality

All families at the Children’s Center have a right to confidentiality and respect from the center, its’ staff, and all members of the Children’s Center community. This extends to not talking about children and families outside of the center, not taking photographs that include anyone but your own family members without permission, and not posting any information in any public area including all social media that includes anyone but one’s own family.

Children’s Supplies

Parents should send sufficient clothing, blanket, coat, etc. for their child’s use at school. Coats, blankets, extra clothes should be labeled. Children should be dressed in clothing that will allow active play and can be laundered. Should any Center clothing be used, parents are asked to launder and return it as soon as possible, this includes Center bedding. Please feel free to donate t-shirts, leggings and pull-on pants, socks, underwear, outerwear and shoes in good condition when outgrown.
Center Rights & Responsibilities

This section includes:

✓ Program Services
✓ Diversity
✓ Access and Communication
✓ When Concerns Arise
✓ Confidentiality & Inclusion
✓ Field Placements & Volunteers
✓ Additional Program Services

Upon enrollment the HSU Children’s Center has the following responsibilities to child and parent(s):

Program Services

The program will provide an environment that is safe, healthy, and developmentally appropriate for the children enrolled. The program will provide a variety of activities for parents including parent education meetings, family social functions, and opportunities to work together, get to know each other and to provide support.

Diversity

Program services, activities, materials and equipment will meet cultural, linguistic, and other special needs of children and families being served. Within the context of group care, to every extent possible each child’s individual needs, customs and learning style will be both respected and fostered. The personal rights of each child (as outlined in the Dept. of Social Services Personal Rights Statement) will be maintained.

Access & Communication

The program will be open to parents to visit and participate at any time during the hours of operation. Ongoing communication will be provided to keep parents informed about their child’s development and all aspects of the program and activities. Parent conferences will be scheduled twice during the year to allow parents an opportunity to discuss their child’s participation and
development, as well as family information and goals with teachers. Additional conferences can be scheduled upon parent request.

**When Concerns Arise**

The program goal is to establish a close working partnership with all families. If concerns arise parents are encouraged to discuss them with the classroom Teacher, Assistant Director and/or Director. Parents may also have policy or procedural concerns addressed by the Parent Advisory Board either by bringing the concern directly to the Board or having the classroom representative do so. If the parent feels that these avenues have been unsuccessful the Children’s Center has formal complaint and grievance procedures. Copies of these procedures may be obtained in the Office. Also, families served through California Department of Education grants will receive, in writing, Notice of all decisions regarding benefits accruing to the parent or child. Parents have the right to appeal these decisions. The appeal process is outlined on the reverse of the written Notice of Action from the agency.

**Confidentiality**

All records in each child's office file are kept confidential and will only be available to parents, qualified staff persons, and State officials. Parents may review their child's file in conference with the Assistant Director or Director and may receive photocopies of items upon request. This follows childcare regulations of Title 5 and Title 22 of the California Administrative Code.

**Inclusion**

The HSU Children’s Center welcomes the enrollment of children with disabilities and makes all reasonable accommodations to meet the child’s individual needs. The program will work with parents and specialists in the development and implementation of IFSPs, IEPs, and other individualized plans to address the child’s needs.

**Non-discrimination**

The HSU Children’s Center does not discriminate on the basis of actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability, or age or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics. All families are encouraged to participate in all aspects of the program. Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact CSDA’s TARGET Center @ (202) 720-2600 (voice and TDD).
The HSU Children's Center will provide no religious instruction or worship.

**Service Learning, Volunteers & Field Placements**

The program provides observation, service learning, and field placement opportunities for students from various academic departments. All field placements are screened and closely supervised by the Director and Teachers.

All requests for research to be conducted at the Center must be first reviewed and approved by the Center Director and discussed with the faculty advisor of a particular department. All parents will be notified of any research being performed at the Center involving their child. Parents may reserve the right to request that their child not be part of any research project.

**Additional Program Services**

**Food Program**

The HSU Children's Center furnishes a nutritious breakfast, lunch, and afternoon snack each day following the U.S. Department of Agriculture Child & Adult Food Program Guidelines. Meals and snacks are provided for children in attendance at the time the meal is served. Weekly menus are posted at each classroom and on the Center's web site. The Children’s Center Parent Advisory Board has established the following food policy for the Center:

1. The provision of a vegetarian diet, serving no meat. The USDA meat alternate requirements are to be met through the use of beans, cheese, yogurt, eggs, and peanut butter.

2. The limited use of sugar.

3. The inclusion of whole grains in place of refined and processed grains.

4. The limiting of fats, salt, and additives in the food served.

The use of 1% milk rather than whole or low-fat to meet USDA milk requirements for children over 2 years. Whole milk is served to children under 24 months.

In the establishment of this policy, the Advisory Board gave attention to family food preferences, dietary and nutritional needs of young children, the Center staffing and budgetary concerns. The provision of meatless diet was established to meet the needs of vegetarian families which represent a large percentage of families served by the Children's Center.

The limiting of sugar, fats, salt, and additives, and the inclusion of whole grains was decided based on health concerns and the desire to provide the best possible diet for the children.
Early Head Start/Head Start Collaboration

Through a partnership with Early Head Start and Head Start, eligible Children’s Center families can also receive additional services. These services may include health, dental, special needs assessments and services; nutritional counseling; car seat program; etc. These services are in addition to the childcare provided by the Children’s Center.

Parent Education information is made available to parents through meetings and guest speakers, bulletins, and newsletters and parents may check out books from the Parent Resource Library located in the Office.

Health information is provided to parents in a variety of ways. Meetings covering health-related topics are conducted occasionally and other health information is included in newsletters, bulletins or postings.

Referral Services are also available to help families locate needed services. A resource file containing HSU services and community services for families is located in the Office. All families are given a listing of local resources upon enrollment. The Head Start Family Services worker is also available to help all families.

Because of its campus affiliation, the Children’s Center greatly benefits from many HSU resources. Services through University departments and use of facilities expand the learning available to the children.
OUR LOCATION
We are located at 1695 10th Street, or 10th and Q.

CHILDREN’S CENTER OFFICE
(707) 826-3838

TODDLER CENTER
10th Street Toddler Classroom 18–30 months
(707) 826-5676

PRESCHOOL (LIC. 125406385)
10th Street Preschool Classroom 3–5 years
(707) 826-5677

Accredited by National Association for the Education of Young Children

The U.S. Department of Agriculture, (USDA) prohibits discrimination in all its programs on the basis of race, color, national origin, sex religion, age, disability, political beliefs, sexual orientation, or marital or family status.

HUMBOLDT STATE UNIVERSITY