



Sacramento City Unified School District
CHILD DEVELOPMENT DEPARTMENT



PARENT POLICY HANDBOOK



2014-2015



Sacramento City Unified School District
CHILD DEVELOPMENT DEPARTMENT
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Dear Parents and Caregivers:

The district's Child Development Department provides continuous, intensive and comprehensive center-based and home-based services to expectant families, infant/toddlers, preschoolers, and school-agers.

Our philosophical approach encompasses the very nature of children and captures the essence of developmentally appropriate learning experiences for all children. We utilize a compilation of curricula, monitoring and assessment tools to enhance and determine children's physical, social-emotional and intellectual growth, with particular focus on children's growth in the areas of literacy and numeracy.

We are pleased to have you and your child enrolled in our program. Please know that your child is safe in our care and that we will seek to provide him or her the most optimal support and educational experiences.

My very best,

Dr. Wanda Roundtree
Director

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DISTRICT POLICIES

Non-Discrimination Policy (BP 0410) The Governing Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on gender, race, color, religion, national origin, ethnic group, sexual orientation, marital or parental status, physical or mental disability or any other unlawful consideration. The Board shall promote programs to eliminate discriminatory practices in all district activities.

Sexual Harassment Policy (BP 5145.7)

The Governing Board is committed to maintaining a learning environment that is free of harassment. The Board prohibits the unlawful sexual harassment of any student by an employee, student, or other persons at school or at any school-related activity. The Superintendent or designee shall ensure that students receive age-appropriate information related to sexual harassment. Students shall be assured that they need not endure any form of sexual behavior or communication, including harassment because of sexual orientation. They shall further be assured that they need not endure, for any reason, any harassment which impairs the educational environment or a student's emotional well-being at school.

Open Door Policy

Parents are invited to visit their child's classroom at any time—unannounced, providing the background checks have been cleared. Infant/Toddler parents must also have a current TB clearance.



Uniform Complaint Procedures (Sections 4600-4687 Code of Regulations, Title 5)

The SCUSD Governing Board encourages the early, informal resolution of complaints at the site level whenever possible (see Child Development Department Complaint /Grievance Procedure). The program or site administrator should serve as an intermediary to resolve concerns whenever possible. A copy of the district's Uniform Complaint Procedure is distributed to all offices and included in the Parent's Rights Packets. It is also available at the district's web site at SCUSD.edu.

Religious Instruction

State law prohibits any form of religious instruction or worship within the classroom.

Non-Smoking Policy

As of July 1, 1990, the Sacramento City Unified School District is "tobacco free." No tobacco will be permitted on any of the district sites regardless of the school schedule. Please refrain from using tobacco while participating in school functions (including field trips) in order to safeguard the health of all program participants.



District Standards of Conduct

All staff, parents, visitors and volunteers in the classroom will:

- Be conscientious and concerned for the health and safety of children.
- Respect the unique identity of each child and family.
- Dress appropriately.
- Follow program confidentiality policies concerning children, families and staff.
- Model appropriate language, health and nutrition practices.



Head Start Code of Conduct

All staff in the classroom will:

- Never leave a child alone or unsupervised.
- Use positive methods of child guidance and *not* engage in corporal punishment, emotional or physical abuse.
- NOT use humiliation or food as a punishment or reward.
- Use cell phones outside the classrooms only.

All parents and family members must refrain from loud abusive conduct around staff and children. Any verbal or physical misconduct is a violation of the State Education Code 13560, which protects teachers and children in these situations. Such a violation may result in exclusion of the parent from the site and/or termination of child care services. A Safe School Officer may be requested to respond when adult behavior jeopardizes the safety of the children or other adults on the school campus.



Sacramento City Unified School District – Strategic Plan 2010-14

- Pillar I: Career and College Ready Students
- Pillar II: Family and Community Engagement
- Pillar III: Organizational Transformation

Sacramento City Unified School District – Mission Statement

Sacramento City Unified School District is committed to ensuring that all students graduate as globally competitive life-long learners, prepared to succeed in a career and higher education institution of their choice to secure gainful employment and contribute to society.

“About Our Department”

Sacramento City Unified School District’s Child Development (CHDV) department provides continuous, intensive and comprehensive center-based and home-based services to expectant families, typically and atypically developing infants/toddlers, preschool and school-age children from a variety of socio-economic strata, racial, ethnic and culturally-linguistic backgrounds. CHDV’s philosophical approach, which is steeped in best practices, the latest research in child development and recent trends in the field of early care and education, encompasses the very nature of children and captures the essence of developmentally appropriate learning experiences for all children. CHDV utilizes an assortment of curricula, monitoring and assessment tools to enhance and determine children’s physical, social-emotional and intellectual growth, with particular focus on children’s growth in the areas of literacy and numeracy. Essentially, CHDV staff upholds the belief that all children are highly capable and able to make extraordinary gains if they are provided the necessary educational and social supports from significant others in their lives.

CHILD DEVELOPMENT DEPARTMENT – PROGRAM OPTIONS

| | | |
|--|---|--|
| PRESCHOOL FULL DAY OPTION (Year-round) | PART-DAY and WRAP PRESCHOOL OPTION (Traditional school year) | HOME-BASED PRESCHOOL OPTION (Traditional school year) |
| <p style="text-align: center;">Full Day Preschool (Full Day: 8 or 10 hrs.)</p> <p>AGES: 3 – 5 years of age</p> <p>FEE: Free or fee – sliding scale, based on family size and income. Families must also demonstrate a need for childcare for all adults counted in the family size.</p> | <p style="text-align: center;">Head Start & State Preschool (Part Day: 3, 3½, or 6½ hrs.)</p> <p>AGES: 3 – 5 years of age</p> <p>FEE: Free to income eligible families</p> | <p style="text-align: center;">Head Start Home-Based Preschool (Weekly 1½ hr. visit in the home and two monthly large group socializations at various locations)</p> <p>AGES: 3 – 5 years of age</p> <p>FEE: Free to income eligible families</p> |

PRESCHOOL CURRICULUM: Our preschool teachers build on each child’s abilities by providing intentional educational experiences that are based on current research on how young children learn. Through each day, children are actively involved in exciting hands-on activities that focus on problem solving skills, language and literacy, math, science, music, art and free play. Critical to participating fully in their world, children are gently guided as they learn self-help skills, appropriate ways of expressing their emotions and building positive relationships with their friends.

“The Creative Curriculum” is our framework curriculum because it is rigorously researched, comprehensive and developmentally appropriate. It balances teacher-planned and child-initiated learning, and emphasizes responsiveness to children’s strengths, interests, needs, and learning styles. Additionally we utilize the following curricula to support our educational goals: “Open Court Language Arts,” “Big Book Math” and “Incredible Years – Social / Emotional Curriculum.”

| | |
|---|--|
| INFANT and TODDLER EARLY HEAD START (Full Day: 8 or 9½ hrs.) (Traditional & Year-round) | SCHOOL-AGE BEFORE AND AFTER SCHOOL CARE (K-6) (Full Day: 11 hrs.) (Traditional & Year-round) |
| <p>This option serves expectant and parenting students and their children 0-3 years of age. Home-based families of infants/toddlers are visited once a week for 1½ hours by Early Head Start home visitors and attend twice a month socialization events. Income qualified parents attending school, in training, working, or who are incapacitated may enroll their infants/toddlers at one of three center-based child care school sites.</p> | <p>School-age Children’s Centers offer free, subsidized or fee-based child care to kindergarten-6th grade students. This program option provides homework assistance, opportunities to learn and develop skills through thematic activities and daily outdoor recreation. Summer programming includes weekly special events such as field trips, guest speakers, special presentations, themed celebrations, and multi-cultural activities.</p> <p>Please be aware that enrollment in the preschool program <u>does not guarantee</u> enrollment in the school-age program once a child enters kindergarten. School-age care depends on meeting enrollment criteria and space availability.</p> |



Special Needs – Our philosophy of inclusion supports the rights of all children to be active participants in natural settings within their communities. We actively recruit families and offer enrollment opportunities for children with disabilities within our integrated, developmentally appropriate curriculum. In collaboration with the district and other community agencies, we assist children with disabilities to ensure that they are identified and provided a full range of services to meet individual needs.

DAYS OF OPERATION

All Program Options are closed on:

- New Year's Day
- Martin Luther King, Jr. Day
- Lincoln's Birthday
- Washington's Birthday
- Memorial Day
- Independence Day
- Labor Day
- Veterans Day
- The days before, on, and/or after Thanksgiving Day
- SCUSD School Board granted holidays



All Full-Day Options close at 1:00 p.m. on:

- Good Friday
- Christmas Eve
- New Year's Eve
- Holidays occurring on Saturday will be observed on Friday, holidays occurring on Sunday will be observed on Monday

Schedule during Winter, Spring, and Summer Breaks

- Full-Day options close during the first week of Winter Break
- Some centers **may** close during:
 - Second week of Winter Break
 - One week at Spring Break
 - Summer Break
- If a site closes, preschool will be provided at an alternative center. Children from the closed center will follow their same contracts at the alternative center.

Furlough Days

District furlough days may vary from year to year and may affect days of operation. You will be notified in advance of furlough days.

Hours of Operation

Hours of operation may vary each year according to the identified needs of each center.

FULL -DAY OPTIONS – POLICIES & PROCEDURES

Full Day Preschool (8-10hr.) & School-age Programs

1. Eligibility Requirements

All families must qualify based on specific income, need and child age criteria. Enrollment is prioritized by one of the following: 1) Children at risk, 2) Homelessness, and 3) Income. Your family's adjusted gross monthly income must be at or below the current state median income adjusted for family size. A daily fee, if applicable, is determined based on rates that are set by the State of California and are subject to change. You must provide documentation of all eligibility requirements and most current income.

Need for preschool care must be shown for all adults included in the family size. You must be able to document that you are unable to care for your child some or part of the day and that there is no adult in your family capable of providing care for your child during the time that care is requested. For children whose parents share joint custody, need and eligibility must be shown by both parties. Need is based on one of the following: 1) Working, 2) Training or in School, 3) Seeking Employment, 4) Parental Incapacity, and 5) Homelessness. Need for childcare does not apply to the three-hour "Core Curriculum Class" portion of the day; however a part-day fee may still apply if applicable.

• Ages

- Preschool children must be three on or before the district's cut-off age for kindergarten entry, with priority given to children entering kindergarten the next year. Children are eligible for preschool care until their first day of kindergarten.
- School-age children are eligible for services through their last day of their 13th birthday, whichever comes first

• Out-of-District Enrollment

- The Full-Day Option Preschool gives priority enrollment to children residing within the school district's boundaries. Out-of-District children may be enrolled as space allows. An out-of-district preschool-age child may only receive services until his/her first day of kindergarten. At that time, the child is considered a school-age child and must obtain an Inter-District Permit from his/her school of residence in order to receive SCUSD services.

• Special Education Needs

- The Full-Day Option Preschool provides enrollment opportunities to children with special needs who meet all eligibility requirements. Parents and program staff will work together to establish a plan that will reasonably accommodate the individual needs of the child.
- A child's school district of residence provides assessment for suspected special education needs and, if the child qualifies, provides services to ensure that the child's educational needs are met in the least restrictive environment. The SCUSD Child Development Special Needs Coordinator is available to assist families seeking assessment and/or services through their district of residence.

2. Priority for Enrollment

• Preschool

- Children referred by Child Protective Services (documentation required)
- 2nd Year Enrollment, if income eligible
- Four year-olds who are income eligible, in income rank order
- Three year-olds who are income eligible, in income rank order

Within each priority families with the lowest income ranking shall be admitted first. When two or more families have the same income ranking, the family that has the child with exceptional needs shall be admitted first. If there is no family of the same income ranking with a child with special needs, the family that has been on the eligibility list for the longest time shall be admitted first.

Proof of eligibility and need is the responsibility of the parent, not the agency. If the parent cannot prove eligibility and need, the agency has no obligation to serve the family. Under Section 18086, CA Code of Regulations, Title 5, the agency may seek verification of information by contacting the parent's employer. Please see your Child Development Specialist regarding what documentation is needed.

- **School-age**

- Children referred by Child Protective Services (documentation required)
- All other families, including foster parents, are ranked on the basis of lowest gross monthly income per capita in the family size. When two or more families have the same income ranking, the family that has the child with special needs shall be admitted first. If there is no family of the same income ranking with a child with special needs, the family that has been on the eligibility list for the longest time shall be admitted first.

3. **Core Class Curriculum**

All preschool children enrolled in Full-Day Option Preschool are eligible to attend a three-hour program referred to as the “Core Class Curriculum” portion of the day regardless whether or not the family has a need for childcare during this time or day. The three-hour program is available Monday – Friday (times may vary by site) and follows the traditional school year.

4. **Fraud**

While the percentage of families that attempt to intentionally deceive our program is small, it is important for all families to be aware of the District’s policies in regard to fraud.

- Verification will be required for any discrepancies in the documentation.
- The program may, at any time, require the family to provide information updates.
- Allegations of fraud will be investigated.
- All self-declarations will be signed under the penalty of perjury.
- Families will be responsible for reimbursing the District for the cost of services provided due to intentional misinformation.

FRAUD!

The intentional use of fraudulent information on an application or supporting documentation will result in termination from the program. The attempted fraud may be reported to the District Attorney’s Office.



5. **Contract and Non-Contract Hours/Days**

Preschool care is contracted for days and hours of documented need (with the exception of the three-hour Core Class Curriculum). If you do not work or attend school on certain days, or during certain hours, preschool care cannot be provided and your contract will be written to exclude these “Non-Contract Days”. For example, if you do not work or attend school on Mondays, your child may attend the three-hour Core Class Curriculum portion of the day but will not be provided additional hours on Mondays.

Contract hours are listed on your child’s sign-in sheets. Any parent or guardian violating the designated contracted hours of care, including the center’s closing time, will receive a *Warning Notice of Late Pick-up*. The third occurrence within a 12-month period may result in the issuance of a *Notice of Action* terminating preschool care services.

IMPORTANT: Your child must arrive and be picked up at the designated contracted time.



6. Variable Schedules for Working Parents(s)

Variable schedules are used for the family when the parent/guardian has a fluctuating work schedule (i.e., retail, substituting). When on a variable schedule, preschool care services are provided only during the time when both parents/guardians are working. A fluctuating work schedule must be verified every four months until such time as the employment pattern becomes predictable.

7. Fee Policy

Fees (if applicable) are determined using the State Department Fee Schedules and are determined at time of enrollment.

- Parent fees are assessed for Full-Day Option Preschool and School-age services only.
- Fees are always based on current income and family size.
- Change in status may result in a change in fees (i.e., change in employment, family size, and hours of service). Any decrease in fees is effective immediately; any increase in fees will be effective 14 calendar days from the date the *Notice of Action* is given or 19 calendar days from the date the *Notice of Action* is mailed.
- Monthly fees are based on the current contract. No refunds are made for absences; the parent/guardian is required to pay for all contracted days – including “Best Interest Days.”
- Fees are based on the child who is enrolled for the longest time period.
- Fees for unpredictable or variable schedules will be based on the average number of hours the parent is expected to work over the next four months. Credits cannot be given for days not used.
- There will be no charge for the days the center is not in operation or for non-contract days, providing your application and *Notice of Action* reflect the non-contracted days.
- Fees are due on the first of the month. If the first occurs on a weekend or holiday, the fee will be due on the following Monday.
- Parent/guardians are responsible for fees incurred during the appeal process (14 calendar days from the date the *Notice of Action* is given or 19 calendar days if it is mailed).
- Fees for unpredictable or variable schedules will be based on the average number of hours the parent is expected to work. Credits cannot be given for days not used.



8. Collection of Fees

The following general rules apply to the collection of fees:

- All fees are collected monthly.
- All fees must be paid in advance of services.
- Payments are to be made by check or money order.
- Payments **will not** be accepted in the classroom or at individual Full-Day Option Preschools; payments must either be mailed to, or dropped off at:

Hiram Johnson Family Education Center – Registration Office
3535 65th Street
Sacramento, CA 95820

Capital City Child Development Center – Registration Office
7220 24th Street
Sacramento, CA 95822

- If a check is returned, all future payments must be made by cashier’s check or money order.
- All fees must be paid in full prior to transferring between centers.
- If an over-payment occurs, a refund will be mailed to the family in 8 – 10 weeks – or credited toward the next month’s fee.
- Any outstanding fees after a family leaves a center, either by choice or through termination, are due and payable immediately. **If not paid within 60 days, the account will be turned over to a collection agency.**

9. Late Fee Policy

Fees are considered late when they have not been paid by 5:00 p.m. on the 7th of the month.

- A *Notice of Action* for termination due to **non-payment of fees** will be issued to all families still owing monies as early as the 8th of each month.
- If left unpaid, terminations will be issued and will require an appeal hearing to reinstate the contract.
- If a family has already received two terminations within a 12-month period for **delinquent fees**, their third occurrence of non-payment will result in a termination for **non-compliance of fee policy**. Whether or not this termination is cleared by the payment of late fees, it will necessitate an appeal and reinstatement of the child through the program coordinator.

10. Other Child Care Receipts (OCC)

When our program's hours of operation cannot meet the documented preschool care needs of any child in the family, the payments made to another childcare provider may be credited to your account. A department form is provided, which contains all the required information, and must be submitted with a receipt or a copy of a cancelled check. The documentation must include:

- Provider's name/center & address
- Name of child receiving child care
- Name of child attending our program
- Month care was provided
- Receipt or copy of check for amount paid

Receipts submitted showing payments during the month will be credited for the following month. *For example*, a receipt submitted for October will be credited for November's fees. No credit will be given that exceeds that month's fees; there is no rollover credit.

Other childcare credit is accepted for the current month only. It will not be accepted for previous months or outstanding fees that have been turned over to a collection agency.

11. Recertification

Every family must be recertified at least once within 12 months of the initial certification date. Children "at risk" referred by Child Protective Services, must be recertified every three (3) months. A family may be requested at any time to complete the recertification process or provide additional documentation. Such times may include, but are not limited to:

- New employment/training status
- Transfers between children's centers
- Sibling's enrollment
- Increase/decrease in family size
- Any situation that requires additional clarification due to eligibility and/or need



Failure to complete the recertification process by the due date may result in termination from the program.

12. Parent Responsibilities to Report Changes and Documentation

Any change in your family information must be reported to your Child Development Specialist within five calendar days. Failure to do so may result in termination. Types of changes/documentation include, but are not limited to:

- Training
- Employment
- Income
- Need for childcare
- Family size
- Marital status
- Address
- Phone numbers
- Intention to withdraw from the center (request must be in writing)
- Accurate and current information on your child's **Emergency Card**
- Any change in address, phone numbers or adults authorized to pick up your child
- School progress reports/grades
- Seeking Employment Log

Changes that affect the contract days, hours, fees, etc., will be processed when appropriate documentation is provided.

13. Leave of Absence

A request for a Leave of Absence must be submitted to your Child Development Specialist prior to the requested time off. It must be in writing, include the reason for the request, and clearly state the beginning and end dates of the leave. The Registration Supervisor will evaluate each request, considering length of the requested leave, and the existence of a waiting list for the site. Leaves of Absence will not be considered for less than two (2) weeks or more than 12 consecutive weeks (with exception of medical/maternity leaves). Note: See Page 18 for a description of Best Interest Days.

14. Confidentiality

All forms filled out by parents are considered confidential and are seen only by authorized school personnel. Requests for copies must be made in writing to the coordinator and will be processed within a reasonable time.



15. Custody

If parents share joint custody, a contract must be established with each parent/guardian who has custody during the time the child attends the Full-Day Option Preschool. All program information is provided to both parents. Should one of the parents become ineligible, the contract will be adjusted. For example, if a parent has custody on weekends only, no contract will be needed for that parent. But, if two parents alternate custody every other week, both parents must have contracts on file if the child is to attend during both weeks. If a child is absent due to court-ordered visitation, documentation must be on file to consider the absence as Excused without using the child's Best Interest Days.

16. Restraining Order

If a parent has a **Restraining Order** against another parent or any other adult, a copy of that order must be on file in the child's classroom. If an unauthorized parent tries to remove the child from the site, the staff will call 911. However, we cannot ensure that the unauthorized parent will not remove the child.

17. Termination and Appeal Procedures

Families will be notified of any termination by a *Notice of Action* form. Reasons include, but are not limited to:

- Fees not paid in advance of services
- Continued unauthorized use of the center in excess of contracted hours
- Failure to provide the Child Development Specialist with updated documentation
- Child's or parent's inability to follow the rules of the center and/or behavior that is perceived as abusive, threatening, or infringing on the rights of others (see "Code of Conduct")
- Non-attendance
- Parent/guardian request (Notice must be given in writing 19 calendar days in advance.)
- Family becomes over-income
- Seeking employment days has expired and no further need has been verified
- Failure to provide yearly health updates
- Failure to maintain need/eligibility documentation
- Parent/guardians are responsible for fees incurred during the appeal process (14 calendar days from the date the *Notice of Action* is given or 19 calendar days if it is mailed).



18. Right to Appeal

If you disagree with a termination, or any other Notice of Action (NOA), you have the right to appeal within 14 calendar days (19 days if delivered by mail). Complete appeal instructions are on the back of each NOA. Filing an appeal does not guarantee that your services will be reinstated.

19. Exclusion Timeline

After a family has been terminated for program contract violations, the family will be allowed re-entry into our Full-Day Option Preschool only upon Coordinator approval.





STATE PRESCHOOL PART-DAY OPTIONS

Eligibility/Priority and Enrollment



Eligibility Requirements

The following criteria apply to all applicants:

- Income must fall within the range of the current guidelines set by the State of California.
- Child must be age eligible based on State of California enrollment guidelines.
- Proof of CA residency must be established.
- Out-of-District Enrollment
 - The State Part-Day Preschool Option gives priority enrollment to children residing within the school district's boundaries. Out-of-District children may be enrolled as space allows. An out-of-district preschool-age child may only receive services until his/her first day of kindergarten. At that time, the child is considered a school-age child and must obtain an inter-district permit from his/her school of residence in order to receive SCUSD services.
- Special Education
 - The Child Development Department provides enrollment opportunities to children with special needs who meet all enrollment criteria. Parents and program staff will work together to establish a plan that will reasonably accommodate the individual needs of the child.
 - A child's school district of residence provides assessment for suspected special education needs and, if the child qualifies, provides services to ensure that the child's educational needs are met in the least restrictive environment. The SCUSD Child Development Special Needs Coordinator is available to assist families seeking assessment and/or services through their district of residence.



Priority for Enrollment

The following criteria apply to all applicants:

- CPS referrals
- 2nd year enrollment
- 4-year old children
- 3-year old children

Within each priority families with the lowest income ranking shall be admitted first. When two or more families have the same income ranking, the family that has the child with exceptional needs shall be admitted first. If there is no family of the same income ranking with a child with special needs, the family that has been on the eligibility list for the longest time shall be admitted first.



Notice of Action Procedure

A *Notice of Action* letter is generated and mailed to the parent/caregiver at the time of enrollment, to indicate transfer from one state preschool to another, and to indicate that a child has terminated the program and has not completed the program year.

HEAD START PART-DAY & WRAP-AROUND PRESCHOOL OPTIONS

Eligibility/Priority and Enrollment



Eligibility Requirements

The following criteria apply to all applicants:

- Income must fall within the range of the current guidelines set by the Federal Government.
- Child must be age eligible based on State of California enrollment guidelines.
- Proof of Sacramento County residency must be established.
- Out-of-District Enrollment
 - The Head Start option gives priority enrollment to children residing within the school district's boundaries.
 - Out-of-District children may be enrolled as space allows. An out-of-district preschool-age child may only receive services until his/her first day of kindergarten. At that time, the child is considered a school-age child and must obtain an inter-district permit from his/her school of residence in order to receive SCUSD services.
- Special Education Needs
 - The Head Start option provides enrollment opportunities to children with special needs who meet all enrollment criteria. Parents and program staff will work together to establish a plan that will reasonably accommodate the individual needs of the child.
 - An over-income waiver may be granted for a child that exceeds the income guidelines.
 - A child's school district of residence provides assessment for suspected special education needs and, if the child qualifies, provides services to ensure that the child's educational needs are met in the least restrictive environment. The SCUSD Child Development Special Needs Coordinator is available to assist families seeking assessment and/or services through their district of residence.



Priority for Enrollment

The following criteria apply to all applicants:

- Returning
- Transfers
- Transition from Early Head Start
- Drops within 60 days in good standing
- Documented high risk, i.e., abuse, homeless, foster care, death of a parent/guardian, sibling, other special circumstances (which include a child with a diagnosed disability)
- At or below federal poverty level
- 101-130% of poverty level
- Over-income (with approved waiver)

Within each priority, 4 year-olds have priority over 3 year-olds. When two or more families have the same priority ranking, selection is based on the application received first. If applications are received on the same date, the oldest child will be selected.



If you are enrolled in a Head Start Option, the following services are provided:



Mental Health and Social Services

Our Head Start program options are served by social workers who support children and families on issues related to mental health and social services. They are often called upon to speak at classroom parent meetings and are available to meet with you regarding child behavioral issues and family counseling. In addition, a home visitor or school community liaison provides up-to-date resources and maintains a classroom display that includes brochures and information sheets regarding available community services. They are also the first level of social services support for families.



Family Partnership Process

Upon enrollment, the registration staff will assist you in completing a Family Worksheet to identify areas in which you would like information or assistance. You will also be provided with a list of community resources. The worksheet and resource sheet will be reviewed with you by a school community liaison (SCL), teacher, or home visitor. Within the first 60 days, you will also be invited to participate in a Family Partnership Agreement. This agreement will help you focus on one or two goals for you or your family. Support staff will help you develop strategies and time frames to meet your goals.



Vision, Hearing, and Developmental Screenings

Your child will be screened in the areas of vision, hearing, blood pressure, social/emotional, speech and language, and general development, including height/weight, within the first 45 days of enrollment. Additionally, teachers and support staff routinely make observations of the children's development as part of the screening process.

Results will be shared with you and, if needed, suggestions will be made (with your knowledge and consent) for additional services or assessments. Note: Upon enrollment, the parent/guardian signs a "Parent Consent" form indicating whether or not permission is granted to screen in the areas listed above. We ask that you talk with your child ahead of time about what to expect when a vision and hearing screen is done. Please contact your preschool nurse if you need help in discussing this with your child.



Bilingual Services

Our preschool population is very diverse and includes many different cultures and languages. To meet the many interpretation needs, several teacher assistants – bilingual (TABs) are available to interpret for parents. TABs also support English and primary language development for children in the classroom.



Special Education Assistance

A Special Needs Coordinator is available to assist staff and families in identifying, referring, and accessing services for children with special needs. Working in collaboration with the district and other community agencies, we provide a full range of services to meet individual needs. Children with disabilities may be dually enrolled in both Head Start and special education options.

GENERAL POLICIES AND PROCEDURES

(All Preschool Programs)



Attendance and Absences

Daily attendance provides your child with the maximum opportunity to benefit from the program. Your child should arrive at school at the designated start time in order to receive the maximum benefit of the academic preschool year. State and Federal funding regulations require parents to verify all absences by telephone and then in writing, on sign-in sheets, upon return to the program. All unverified absences will be counted as unexcused. Excessive absences and tardiness may result in the termination of services.

- You are requested to contact the classroom by phone, prior to his/her arrival time, if your child will be arriving to school late or will be absent.
- If your child is absent for three or more consecutive days without contact from you, the teacher will phone you at home.
- After five consecutive days of absence, other support staff will contact you, either by phone or through a home visit, to offer assistance.
- You must verify all absences in writing by stating the reason for absence and signing your complete signature (in ink) in the space provided on the sign-in/out sheet. The specific excuse must be written each day that the child is absent.
- If you are on a fee, you will not receive credit for excused absences or Best Interest Days. The State of California requires that fees are still charged for all contracted days, whether the child attends or not.
- Leaves of Absence for extenuating circumstances for Children's Center families may be granted by the Registration Supervisor.

Excused Absences fall into two categories, General and *Best Interest Days :

General

- Illness of the child or parent/guardian
- Dentist or doctor's appointment
- Quarantine (explanation is requested)
- Court ordered visitation (court documentation is required)
- Mandated social worker's meeting
- Family Emergency – including, but not limited to:
 - Death in the family
 - Court appearances (documentation is required)
 - Sudden move
 - Emergency counseling
 - Lack of transportation



Other family situations will be addressed on a case-by-case basis by the program coordinator.

* Best Interest (including, but not limited to)

- Religious holidays
- Vacation
- Travel opportunities
- Visiting with parent/grandparents

Child Protective Services children have unlimited Best Interest Days. If Best Interest Days are not all used during the current school year, they do not rollover into the next year.

*Each child is granted ten (10) best interest days. Best Interest Days only apply to state-funded programs, not Head Start.



Unexcused Absences

Absences for reasons not listed above are considered Unexcused. If your child has consistent unexcused absences, an ***Irregular Attendance Letter***, requiring improved attendance, will be sent. A conference with the teacher and possibly other support staff will take place in order to determine if a referral for family assistance is needed. **Excessive unexcused absences—more than ten (10) days—may be grounds for discontinuation of services.**

IS YOUR CHILD WELL ENOUGH TO BE IN SCHOOL TODAY?

For the welfare of your child and other children, your classroom teacher will conduct a daily health check prior to accepting your child into the classroom for the day. The guide below will help you determine whether or not your child is well enough to participate in school.

- Fever over 100 degrees within the last 24 hours
- Vomiting
- Diarrhea
- Earache
- Red eyes with discharge
- Exposed skin areas that are draining, open, or appear infected
- Sores/wounds that cannot be easily covered with a band aid/dressing and kept dry
- Lice or nits
- Not feeling well enough to participate in school activities



- Runny Nose
- Cough
- Rash
- Is not acting like himself or herself
- Been to the doctor, hospital, or emergency room recently
- Family member that is ill



- Feeling well today
- Has been fever-free for the last 24 hours, without the use of fever reducing medication, e.g., Tylenol, Motrin



We are all working together to keep our children, families & staff healthy!



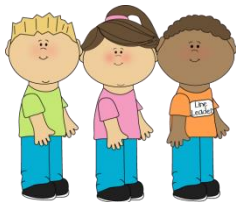
Adult TB Clearance Record

A TB clearance record is required for each adult who wishes to participate in any part of our program options, **including field trips**. The TB test must be done and read within one year prior to the date the child enrolls within the program and must be repeated every four years as long as the child remains within the program.

Behavior Standards / Intervention Policy

Program rules are intended to protect the rights of all students and to promote a safe learning environment. All children have the right to attend school in a safe learning environment. The behavior of the child must not interfere with his/her safety and security or that of other children and adults in the classroom. If all appropriate interventions prove to be ineffective, the child will not be permitted to continue. Basic classroom rules will be posted by each teacher. Interventions may include:

- Staff interventions and redirections
- Call/note to parent
- Parent and teacher conferences and/or parent conference with preschool program support staff
- Adjustment of hours or days of attendance to meet the child's ability to comply with safety and security requirements
- Recommendation for counseling
- Transfer to another classroom or program location
- Discontinuation of services



A parent may be asked to pick up the child if the child cannot respond to adult interventions. The parent or the designated adult **must pick up the child (or arrange to have the child picked-up) within one hour of phone contact.**



Cell Phones

Your child should have your full attention when you are in the classroom, even if you are just arriving or departing. For this reason, we do not allow cell phone use in our classrooms.



Child Abuse

All Sacramento City Unified School District employees are **mandated by law** to report any suspicions of child abuse and/or neglect. Please notify staff if your child has had **an accident away from the program which has resulted in an injury.**



Child TB Clearance Records and Immunizations

TB clearance records and up-to-date immunizations are required to be on file before a child enters the program. The TB test or risk assessment must be done within one year prior to the date the child enrolls in school. Immunizations must be kept current to ensure continued enrollment.



Classroom Celebrations

In order to be consistent with our program's nutrition policy, parents who wish to bring something for a special event are asked to only bring *non-food items*. If you would like to celebrate your child's birthday, please contact your child's teacher to make a reservation. Your teacher will be able to provide ideas to celebrate without food.



Classroom Daily Activities

Providing children with a regular schedule each day makes it easier for them to have a fun and successful time. A schedule of what happens during the day is posted in each classroom for both children and adults to know what happens next.



Clothing

Children are active in our preschool program options. They learn by using expressive materials including paint, water, and sand. They will also be involved in many climbing and running activities. Please dress your child in comfortable clothing and sturdy shoes that can accommodate these activities. In the preschool program, it is essential to leave an extra set of clothing in your child's cubby. Also, label your children's clothes to prevent lost items.

The following five questions may assist you in selecting appropriate clothing for preschool wear:

- Do they give freedom for action?
- Are shoes sturdy and flat?
- Do they allow for self-dressing?
- Are they suited to the temperature?
- Are they easily washed?

IMPORTANT: We are not responsible for lost clothing



Complaint / Grievance Procedure – Child Development Department

The purpose of this procedure is to establish a process whereby members of the community, including parents, who have concerns regarding the Head Start and State-funded child development options in the Sacramento City Unified School District Child Development Programs, can have these concerns and/or complaints resolved at the lowest level. The informal complaint procedure is reviewed annually with two parent groups: the Head Start Policy Committee (PC) and the Parent Advisory Committee (PAC), for State options.

The goal of this procedure is the informal resolution of complaints. It is recognized that complaints and concerns frequently arise out of a lack of communication among parties involved. Thus, many complaints or concerns can be resolved when the interested parties meet informally to discuss the concerns. To that end, a complainant must demonstrate that he/she has attempted to solve his/her concern prior to filing a complaint under this procedure.

• Informal Complaint Resolution Procedure:

- Talk to the employee about the concern. See if a resolution can be found that meets your approval.
- Discuss the problem/concern with the coordinator or another support staff person (e.g., social worker, resource teacher) and work together with site staff to find a resolution. If no resolution is found, staff personnel will assist you in completing the complaint form and immediately send it to the Child Development Department.
- The site coordinator or assigned designee will investigate the complaint by interviewing witnesses, documenting facts and other evidence.
- A conclusion will be reached and the complaint will either be substantiated) or not.
- A follow-up meeting with all parties involved will be held with the complainant to discuss the findings.
- If the complainant is dissatisfied with the conclusion, an appeal can be made to the Director of the Child Development Department.





Sometimes miscommunication or incomplete information causes concern. Immediately clarifying the situation with the people involved is efficient and creates opportunities to develop successful solutions. If you feel your concern has not been addressed adequately, you can contact the coordinator who provides support to your classroom. You may also obtain an *Informal Complaint Form* from the classroom teacher, parent advisor, or enrollment office.

Uniform Complaint Procedures – Sections 4600-4687 Code of Regulations, Title 5 – The SCUSD Governing Board encourages the early, informal resolution of complaints at the site level whenever possible (see Child Development Department Complaint / Grievance Procedure). The program or site administrator should serve as an intermediary to resolve concerns whenever possible. A copy of the district's *Uniform Complaint Procedure* is distributed to all offices and included in the Parents' Rights Packets. It is also available at the district's web site at SCUSD.edu.



Confidentiality

All forms filled out by parents are considered confidential and are seen only by authorized school personnel. You may review your child's records at any time and request copies at a reasonable time and place by contacting your program coordinator. A ten-cent per page fee may be charged.



Custody / Restraining Order

IMPORTANT! If a parent has a restraining order against another parent or any other adult, a copy of that order must be on file. If an unauthorized parent tries to remove the child from the site, the staff will call 911. However, we cannot ensure that the unauthorized parent will not remove the child.



Daily Health Check

In order to help everyone stay healthy, your teacher will conduct a daily health check on each child before he or she is signed in. If the child shows signs of illness, infection, or head lice, you will be required to take him or her home. If your child becomes ill while at school, you will be called to pick-up him or her immediately. If your child becomes ill at home, please inform your teacher and health staff of any health issue that may be contagious to other children. In addition, if your child has had an injury away from the classroom, please explain to the teacher what has happened.



Dental Examination

Dental care is a high priority for the children in our programs. Each child is expected to have a completed dental exam within the first 45 days of enrollment, and yearly thereafter. Staff is available to assist families in locating dental care.



Emergency Cards and Procedures

Every child enrolled in our preschool programs must have a current emergency card on file. In case of an accident, emergency numbers must be up-to-date and accessible to the teachers. Your signature on the emergency card authorizes school personnel to make arrangements to receive medical/hospital care, including necessary transportation, in accordance with their best judgment. Continued efforts will be made to reach the parent/guardian and additional emergency contacts listed on the card.

IMPORTANT: It is imperative to keep all names and phone numbers on your child's Emergency Card current at all times!



Field Trips and Short Excursions

Your child's preschool class will be provided one "Meet-You-There" field trip or one In-Class guest presentation during the school year. Occasionally, your child's class may also have teacher arranged classroom presenters or take short walking excursions on or off the school site to visit people or places of interest, to become familiar with the school and neighborhood, or to make observations as part of the curriculum. Your teacher will notify you ahead of time when your field trip and/or walking excursions are planned. ***Be sure to get your TB Clearance! These trips are always a lot of fun and your TB Clearance is required for you to come along!***



Late Pick-up Policy

Children must be picked up at the end of class (Part Day) or at their designated contracted time (Full Day). The following procedure is followed:

- 1st late pick-up: You will receive a verbal warning from the teacher. Please notify the teacher if you need any assistance in order to pick up your child on time.
- 2nd late pick-up: You will meet with the teacher and a support staff person regarding the late pick up.
- 3rd late pick-up: You will receive a warning letter from the coordinator or supervisor notifying you that any further incidences of late pick up may result in termination from the program.



We realize that emergencies and unusual circumstances occur which may prevent you from picking up your child at the appropriate time. For these reasons, it is required that you have at least one alternative, reliable person that you can call to pick up your child on time. If your child has not been picked up by the end of class and no parent contact has been received, the following steps will be taken:

- Persons on the emergency card will be contacted in order to locate someone to pick up your child immediately. Please make sure that the information on your emergency card is kept current.
- If the teacher is unable to locate someone, he/she will contact the Child Development Department office and a staff member will advise and assist the teacher in making arrangements to have your child picked up by the Sacramento City Police Department. If all efforts to arrange pick-up are unsuccessful, the Police Department will assume responsibility for your child and he /she will then be taken to:

**Children's Receiving Home of Sacramento
3555 Auburn Boulevard, Sacramento, CA
(916)482-2370**

Lice Policy



Head lice can spread very easily from one person to another and classrooms are easy targets for outbreaks. Please be aware that having head lice is not a reflection on you, your child, or the cleanliness of your household! If your child is found to have live lice or nits, you will be immediately contacted to pick up your child.

Federal guidelines for our preschool programs require that we enforce a **nit free policy** for head lice. Children with nits/lice will not be accepted at the preschool regardless of recent treatment.

Medication



- Medication will be administered only to students whose parent and physician deem it necessary for potentially life-threatening medical conditions or for those who need medication administered during the school day in order to interact appropriately at school.
- A completed "Authorization for Administration of Medication by School Personnel" form is required. This form can be obtained from your child's preschool nurse. This form must be completed by your child's doctor and must include a written statement indicating that the medication is necessary during preschool class-time, the method of administration, the frequency of administration and the amount to be given. A new form must be completed before the start of each school year.



- Each medication must be in its original container and clearly labeled by the pharmacy. It is requested that all inhalers be a new prescription. School personnel cannot administer over-the-counter medication without a physician's consent and the completed "Authorization for Administration of Medication by School Personnel" form.
- Over the counter medication must be in the original container.

Administration of Medication (Ed. Code 49420-49425; District Policy 5141.21) – A designated school employee may administer medication (prescription and over-the-counter) during the school hours only upon written request of **both** the physician and parent(s) or guardian, detailing the method, amount, and time the medication is to be taken.



Nap Time

Children who participate in programs operating 6-10 hours are provided time to sleep or rest quietly on their cots without the distraction/disturbance from other activities. Each child has his/her own cot or mat with a bottom sheet that is provided by the department and washed weekly (or more if needed). In most classes, parents supply lightweight blankets that are taken home weekly to be washed. Parents should check with the classroom teacher regarding "comfort items" that the child may wish to bring from home.



Nutrition Policy

The Child Development Program follows the guidelines of "Child & Adult Care Food Program."

Sacramento is nationally recognized as the "Farm to Fork Capital of America." As such, our nutrition programs offered to children and their families promote eating more fresh fruits and vegetables.

Good nutrition is essential to maintaining quality health and supporting the learning capabilities of young children. Our nutrition policies and practices support this belief by maintaining a nurturing environment, meals of high nutritional quality, equal access for all individuals, and respect for the individual needs of the children and families we serve. Meal-time at school is a time for practicing manners, passing food, learning about serving appropriate portions, learning how to pour without spilling and learning about the value of nutritious food.

The meals also expose children to a variety of foods that they might otherwise not try at home.

- Parents will be informed of the times for meals and snacks. Talk with your teacher about transitions with your child if pick-up and drop-off times occur around meal times. **All food must be consumed on site.**
- Menus are available on the district website. Menus are also posted in each preschool classroom. Menus will be adapted to meet the needs of children with allergies. If you need to request food substitutions for food allergies or special diets, you must complete a "Diet Prescription for Special Meals." Your preschool nurse and your doctor can provide you with this form.
- Staff, children, and parents always wash their hands before preparing and eating food. Meal times provide learning opportunities for children. Meals are served family style to encourage self-help and independence. Food is never used as a reward or a punishment or withheld for any reason.
- Changes to the menu will be posted on the monthly meal calendar.
- Outside foods are not allowed to be served to children including birthdays and special events
- A school nurse is available to answer questions you may have regarding food served or your child's dietary habits.



IMPORTANT: Notify the teacher if your child has a special diet or food allergy!



Parent Conduct

On rare occasions, parents bring concerns to the classroom and express themselves in ways that frighten children and upset adults. Any verbal or physical misconduct is a violation of the State Education Code which protects staff and children from these situations. **Such a violation may result in exclusion of the parent from the site.** A Safe Schools Officer may be requested to respond when adult behavior jeopardizes the safety of the children or other adults on the school campus.



Physical Examination

- Each child is required to have a current complete (within the previous 12 months) physical examination within the first 30 days of enrollment. Staff is available to assist families in locating a doctor, if needed.
- The physical exam should be recorded by the doctor on the preschool physical exam form. A lead level, hemoglobin/hematocrit, vision and hearing screen are all part of a complete physical exam.
- A returning child will need a physical exam one year from the date of original exam.



School-age Care

Please be aware that enrollment in the preschool Child Development Program does not guarantee enrollment in the school-age program once a child enters kindergarten. School-age care depends on established enrollment criteria and space availability.



Siblings and Non-Enrolled Children

Due to State and Federal regulations, only children enrolled in the Child Development Program may attend class. School-age siblings may not wait for parent pick-up in the preschool classroom. Younger siblings may not wander throughout the classroom or play on outside play equipment. Siblings are allowed to attend field trips if supervised, fed, and transported by the parent.



Signing-In Procedures – Arrival

Upon arrival, you or a responsible adult, must accompany the child to the classroom and sign him or her in on the Attendance Sheet and the Nutrition Sign-In Log. This procedure includes:

- Signing your child in, using your full-signature
- Entering actual time of arrival
- Remaining with your child until the daily health check has been completed by the classroom teacher
- Planning time to make your child's transition into the classroom smooth as possible

Children are expected to arrive at the beginning of their scheduled day in order to receive the maximum benefit of the academic preschool program option. If you are going to be late, you must notify the center no later than 30 minutes after start of your class in order for your child to be counted in the daily lunch count.

IMPORTANT: Always make sure the teacher is aware of your child's arrival. If someone else should bring your child to school, please inform them of the sign-in and health check procedures.



Signing-Out Procedure – Departure

It is your responsibility to sign your child out each day, with the actual time of departure, and with your **full signature**. When your child begins school, you will be provided with an emergency card. Include on this card the name(s) and phone numbers(s) of all responsible adults whom you have designated to pick up your child. Your child may leave the preschool only with a responsible adult whom you have designated on the emergency card to pick up your child. If one time only authorization is needed on an emergency basis, you must notify the teacher, preferably in writing, whom you have selected as the “Designated Adult.” **All authorized adults must always be prepared to show photo identification when arriving to pick up a child.**

IMPORTANT: Your child will not be released to an adult who is not listed on the Emergency Card or who does not have the necessary authorization or proper photo identification! (see also “Custody/Restraining Order”)



Special Needs

Children with special needs often learn successfully with other typically developing children in a regular educational setting with support services. Children and their families are eligible to receive a full range of program services through the SCUSD Special Education Department and/or the Sacramento County Office of Education. The disabilities coordinator is available to assist families in identifying and accessing appropriate services and programs.



Toileting

Young children entering the program may be at varying stages of toileting. When children show signs of readiness, teachers work together with parents to develop a toileting plan that will maximize a child’s success with this very important self-help skill.



Transportation of Children

It is the expectation of this program that all children are transported in compliance with California Vehicle Code Section 27360 which states, “No driver shall transport....any child in a motor vehicle...without providing and properly securing the child in a child passenger restraint system meeting applicable federal motor vehicle safety standards unless the child is at least one of the following: (1) *Six years of age or older* or (2) *Weighs 60 pounds or more*”.

This applies to all children transported by **taxicab or personal vehicle**. For more information, contact your local law enforcement agency. The California Highway Patrol provides free checks of child passenger restraint systems (car seats). Call 338-6710 for more information.



IMPORTANT: It is unlawful to leave a child unattended by an adult in your vehicle.



Well-Child Participation in Daily Activities

Children in attendance are encouraged to take part in all activities, indoors and outdoors. It is expected that children well enough to attend the program options are well enough to be full participants.

WELCOME!



CLASSROOM INFORMATION

To _____ Phone # _____

Your child's Teachers' names are _____

Your Child Development Specialist is _____ Phone # _____

Your School Community Liaison/Home Visitor is _____ Phone # _____

Your Manager/Coordinator is _____ Phone # _____

Your Parent Advisor is _____ Phone # _____

The school day (or contract hours) begins at _____ and ends at _____

Breakfast is served at _____, lunch _____ and a snack is served at _____.

Your Parent Committee meetings are _____



CLASSROOM POLICIES



Toys from home: _____

Shoes and clothing: _____

Blankets and comfort objects: _____

Classroom celebrations: _____

Other: _____





THE FIRST WEEKS OF SCHOOL



“Slow Start” & Classroom Orientation

Your teachers will contact you regarding the classroom orientation and the “Slow Start” process for your child’s program option. You will meet the preschool staff, complete a few more forms, and learn about classroom policies. Your child will meet the teachers, tour the classroom and playground, and experience the exciting program option while in a small group. This slow start will help to ensure a positive adjustment to preschool for your child.

Home Visits

If you are enrolled in an Early Head Start/Head Start program option, the teacher and possibly the teacher aide will schedule a visit with you in your home. This visit will help your child see the connection between home and school. Home visits are scheduled twice a year for children in the center-based option and once a week for children enrolled in the home-based option.



The Screening Process

Using a variety of screening tools, your child may be screened in the areas of vision, hearing, speech and language, social/emotional, behavior and overall development. This process helps to identify potential areas of your child’s development that may benefit from early intervention services.

Results of all screenings will be shared with you.

The Assessment Process

Our program options use a variety of methods to obtain an accurate picture of your child’s developmental progress. Throughout the school year, your child’s teacher observes and records many of your child’s accomplishments. Additionally, samples of your child’s “work” are saved and often pictures are taken to document notable achievements. Our program options also participate in the California State Department of Education’s Desired Results Developmental Profile (DRDP) or DRDP-Infant/Toddler (DRDP-IT) assessment. A summary of this assessment will be shared with you during your child’s scheduled parent/teacher conferences and home visits.



Family Partnership Process


If your child is enrolled in a Head Start option, your child’s teachers and/or school community liaison will begin working with you on the Family Partnership Agreement during the first home visit or orientation. This agreement will help you and your family focus on one or two goals that you would like to accomplish. You and the staff will develop methods and time frames to reach these goals. You can choose goals for yourself or for your family as a whole. Teachers and school community workers will support you and your family in reaching these goals. The Family Partnership Agreement is updated throughout the year.



What will my child learn in preschool?



Our curriculum is based on the philosophy that children learn best by doing. What often seems to be “just play” is really the educational work of children. Our teachers use *The Creative Curriculum*, *Open Court*, *Big Book Math* and *Incredible Years*, as well as other curricular materials based on this philosophy to structure children’s learning throughout the day.

| THE CLASSROOM | THE DAILY ROUTINE |
|---|--|
| <p>The Preschool Curriculum All of our preschool program options use the “Creative Curriculum”, supplemented by the “Open Court Reading” curriculum, which focuses on oral language, phonological awareness and preparation for literacy, the “Incredible Years” and “Teaching Pyramid” curricula which focus on social interaction, and <i>I Am Moving, I Am Learning</i> (IMIL) which focuses on physical development, health and nutrition. Age-appropriate concepts are developed and integrated through the areas of math and science, social studies, and literacy. Creative expression occurs through music and movement, dramatic play, and art experiences. Large motor activities are provided in music and movement, large block play and outdoor activities. Small motor development is enhanced during housekeeping, games, manipulatives, and computer and writing centers. Self-help and social skills involving independent work and group collaboration are woven throughout the curriculum.</p> <p>While the overall curriculum is planned for preschool-age children, we “individualize” the curriculum for each child within the group to support each child’s rate of development as well as individual interests, temperaments, languages, cultural backgrounds, learning styles, and prior knowledge.</p> <p>The classroom is divided into distinct interest areas. Each area contains a carefully selected variety of learning materials so that, no matter where your child chooses to play, he or she is learning. Materials are arranged on low shelves, in containers, and on hooks so your child can easily and independently select them. Picture labels are placed on containers and shelves so your child will know where materials belong and return them to their proper place.</p> <p>Rich learning environments, a balanced daily schedule, and stimulating activities are only a few of the reasons our programs are so successful. Teachers carefully watch, listen, and talk with the children, encouraging them to be active and creative explorers. Our goal is to help children become independent, self-confident, inquisitive learners, not just in preschool, but also throughout their lives.</p> | <p>The daily routine helps your child feel secure and independent and able to move from one activity to another easily and confidently.</p> <p>A typical daily schedule might consist of . . .</p> <ul style="list-style-type: none"> ☺ Small Group ☺ Large Group ☺ Choice Time ☺ Clean Up ☺ Story/Music Time ☺ Family-Style Meals ☺ Outside Time ☺ Nap/Rest Time (6hr+ programs only)  <p>Blocks of time allow your child to practice self-help skills, solve problems, use small and large muscles, refine social skills, think, create, and . . . have fun!!!</p> <p><i>Participation in preschool program options will help you and your child become life-long learners.</i></p> |

HOME VISITS and PARENT/TEACHER CONFERENCES



Home Visits – Head Start

Your child's **Head Start** teacher will visit your home at least two times during the school year. **Home visits** help your child see the connection between home and school and provide an opportunity for you to:

- Build a trusting and respectful relationship with staff
- Ask questions about the program
- Discuss your expectations
- Express concerns
- Share information about your child

During home visits, teachers or school community liaisons may complete screenings for your child. These screenings provide information regarding your child's approach to learning and his or her social/emotional, physical, cognitive and language development.

You will also be offered the opportunity to develop or update your individualized *Family Partnership Agreement*. The teacher or School Community Liaison will work with you to identify and define personal and/or family goals and strategies will be discussed that will help you achieve these goals.



Parent/Teacher Conferences

Early Head Start, Head Start and State Preschool

Parents will have at least two opportunities (fall and spring) to meet with their teacher for a **parent conference**. These are important opportunities to build close connections between teachers and families as they share information about the child.

During the parent/teacher conference, you and the teacher will review screenings and assessments and develop your child's *Individual Development Plan*. Information shared at this conference is gathered by direct observations of your child and recorded on the DRDP assessment.

Based on these discussions of your child's progress, changes are made to keep the curriculum responsive and supportive as your child grows and learns, interests expand, and skills and knowledge change. At this time, you and the teacher will set goals for your child using the "Infant/Toddler Development Plan," (Early Head Start), "Individual Development Plan" (Head Start and State Preschool) and discuss strategies that will help your child achieve these goals both at home and at school.

How can I help my child learn through play?

Children who are read to in their early years become better readers. Parents can:

- Buy inexpensive books
- Use photos, pictures from magazines, or pictures drawn by you or your child to create your own books
- Share songs, stories, and nursery rhymes that you remember from your childhood
- Visit the library
- **READ TO YOUR CHILD EVERY DAY!**



Young children enjoy doing and are not concerned about the end result. Parents can provide:

- scissors, hole punch
- pencils, crayons, markers
- glue, tape, stapler
- blank paper, scraps of paper
- magazines to cut
- clay and/or play dough
- outdoor time



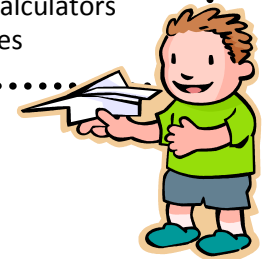
Toys don't need to be expensive or come from a toy store!



Pretend play objects give children a chance to try new behaviors and use their imaginations.

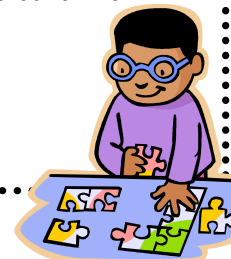
Parents can provide:

- dolls, stuffed toys
- dress up clothes and accessories
- old phones, typewriters, and calculators
- toy cars, trucks, trains, airplanes



Hands-on toys build hand-eye coordination, encourage ideas and provide opportunities for problem solving. Parents can provide:

- blocks or various items to build with
- beads to string
- puzzles
- balls of different sizes
- sand, dirt, and water



PARENT COMMITTEES

Head Start



POLICY COMMITTEE (PC)

WHAT DOES THE POLICY COMMITTEE DO?

- Conducts a yearly program self-evaluation
- Provides input to program plans, budgets, personnel decisions, etc.
- Is consulted in other program-wide issues

WHO IS ON THE POLICY COMMITTEE?

- At least 51% of the Committee must be made up of current parents. This includes elected parent members and alternates.
- The remaining members may be community representatives elected by the policy members.

WHEN AND WHERE ARE THE POLICY COMMITTEE MEETINGS HELD?

- The Committee meets three times a year for two hours (usually in the morning).
- Most of the Committee meetings are held at the Capital City Registration Center.

State



PARENT ADVISORY COMMITTEE (PAC)

WHAT DOES THE PARENT ADVISORY COMMITTEE DO?

- The PAC provides advice and guidance to the agency regarding policy, program, and budgets.
- Representatives participate in the assessment and improvement of program services, and legislative and community involvement.

WHO IS ON THE PARENT ADVISORY COMMITTEE?

- These advisory groups are composed of parent representatives selected at the beginning of the school year.

WHEN AND WHERE ARE THE PARENT ADVISORY COMMITTEE MEETINGS HELD?

- The Committee meets approximately once a month for two hours (usually in the morning).
- Most of the Committee meetings are held at the Capital City Registration Center.

CLASSROOM - PARENT COMMITTEE MEETINGS: Classroom parent meetings are held regularly. During parent meetings, parents and teachers plan curriculum, field trips, fund-raisers, and special activities. Teachers and parents discuss and learn about discipline, child development, nutrition, and other topics of importance to families with young children.

How can the Preschool help my family?

Teachers, Parent Advisors, School Community Liaisons, Nurses, Social Workers, Registered Dietitian and Home Visitors are available to assist you in the following ways:

- Help you understand and support your role as your child's first and most important teacher
- Work with you to set personal and/or family goals and to design an individualized approach for achieving those goals
- Make appropriate referrals to support staff or community resources
- Provide up-to-date resource directories and maintain displays that include brochures and information sheets concerning community services
- Invite representatives from various community agencies to speak with individual families or at committee meetings
- Assist in locating services, translators, and translations in the families' preferred languages
- Form partnerships with other community agencies to assist families in gaining access to services and resources
- Provide parent education in the areas of health, nutrition, child growth and development, and parent/child relationships
- Present workshops on accessing community resources, education and training opportunities, job skills, and entering the work force, as well as personal growth and empowerment.



How can I help the Preschool?

When you are involved in your child's education, your children do better in school and the program improves. Though volunteering in the classroom is one valuable way to be involved, today's parents have very busy home, training, and work schedules, so this traditional approach may not work for every family. Your child's classroom teacher will help you find a way to be a part of your child's preschool experience.

Additional Ways to Volunteer:

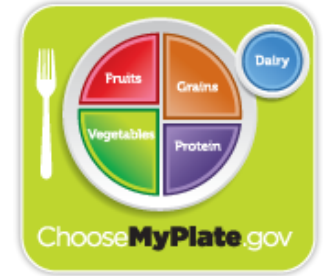
- ☺ Field trip participation
- ☺ Curriculum preparation
- ☺ Specific home enrichment activities
- ☺ Legislative involvement
- ☺ School site meetings and projects
- ☺ District and community meetings, forums, and workshops
- ☺ Join the **Male Involvement** group! – Dads and other significant males in the lives of Head Start children are invited to join this motivated and fun group. Special family activities such as attending a River Cats game, roller skating, Fishing in the City, and home improvement workshops are held throughout the year. The group's mission is "**Building a Strong Future for Children, Families, and the Community**".



To volunteer in the classroom or participate on a field trip, adults must pass the district's Level II Volunteer Background Check, along with having an adult TB clearance.



NUTRITION EDUCATION



We believe that good nutrition is essential to maintaining quality health and supporting the learning capabilities of the children in our care. Our nutrition policies and practices support this belief by maintaining a nurturing environment, meals of high nutritional quality, equal access for all individuals, and respect for the individual needs of the children and families we serve.

All meals and snacks are provided by the Nutrition Services Department of the district. Meals and snacks include low-fat milk, fresh fruits and vegetables with leafy greens offered weekly, half of all grains are whole grains, cereals contain 5 grams of sugar or less, dry beans and peas are offered weekly, and fried foods and processed meats are limited. In addition, Head Start Policy Council members provide feedback to Nutrition Services related to the menu.

Child Development recognizes the importance of a positive mealtime environment. For that reason, meals and snacks are offered family style, with staff sitting with children and modeling healthy eating behaviors.

Nutrition education is offered to children weekly through the “*I Am Moving, I Am Learning*” curriculum. Healthy nutrition is depicted in the classroom through posters, pictures, storybooks that include healthy messages, healthy food models in the dramatic play area, etc.

Physical activity is encouraged daily through the “*I Am Moving, I Am Learning*” curriculum. At least 60 minutes of structured and unstructured activities are provided daily.

Teachers are trained on the “*I Am Moving, I Am Learning*” curriculum as well as Head Start Performance Standards related to family style meal service, food allergies and requirements related to the Child and Adult Care Food Program.

Tips on Feeding Your Child



- Just like you, your child needs to eat food from each of the food groups every day to grow and stay healthy.
- Children judge a food by how it looks. They like colorful foods. A slice of apple or orange can help make a meal look better to your child.
- Your child’s appetite may change from day to day. It is better to offer small servings of food on smaller plates. Let your child ask for seconds.
- Children are more likely to taste foods they have helped to prepare. Also, cooking together teaches math, vocabulary and science!



InfoLine Sacramento (www.211sacramento.org)
2-1-1 or 498-1000
Emergency Food / Comida de Emergencia

| | |
|-------------------------------------|----------|
| Central Guadalupe | 443-5367 |
| Sacramento Food Bank..... | 456-1980 |
| Antioch Progressive Church | 665-2600 |
| Cordova Community Food Locker | 364-8973 |

Counseling on nutrition is available.



COMMUNITY RESOURCES



Beehive Sacramento..... www.thebeehive.org
InfoLine Sacramento www.211sacramento.org
 **2-1-1 or 498-1000**

Emergency Food/ Comida de Emergencia

Central Guadalupe..... 443-5367
 Sacramento Food Bank 456-1980
 Antioch Progressive Church 665-2600
 Cordova Community Food Locker 364-8973

Clothing/Ropa

SCUSD PTA Clothes Closet 277-4338
 Sacramento Clothes Closet 456-1980

Emergency Shelter/ Alojamiento de Emergencia

SCUSD Office of Homeless Services 277-6892
 Sacramento Area Emergency Housing Center..... 455-2160
 Salvation Army Emergency Shelter 442-0331
 St. Johns Shelter for Women & Children 453-1482

Utility Assistance/Utilidades

Community Resource Project 567-5200
 PG & E CARE Program 1-800-743-5000
 SMUD Energy Assistance Program..... 1-888-742-7683
 Salvation Army 442-0303

Transportation Assistance/Transportación

Sacramento Regional Transit 321-2877

Child Abuse Prevention/Prevenir Abuso de niños

Child Protective Services (CPS) 875-5437

Child Support Assistance/Apoyo de Niños

Child Support Payment Delinquency 866/249-0773

Counseling/Consejería

Sacramento County Access Adult Counseling Services 875-1055

Substance Abuse/Abuso de Substancia

Sacramento County Access Alcohol & Drug Counseling Program
 875-9754
 Alcoholics Anonymous 454-1100
 Narcotics Anonymous 732-2299

Child Discipline/Disciplina de Niños

Parent Support Line 363-3110
 Child Action, Inc. 369-0191
 Mother Baby Program 456-1980

Incarcerated Parent Assistance/ Asistencia-Padre/Madre en Cárcel

Family Law, Self-Help Center 875-3400
 McGeorge School of Law..... 340-6080

Marriage Support Assistance/Asistencia con Apoyo Cónyuge

Healthy Marriage Project 362-1900

Domestic Violence/Violencia Domestica

WEAVE 448-2321
 WEAVE (24 Hour Crisis Line) 920-2952
 My Sisters House 428-3271

Health/Salud

CHDP 875-7151
 Cover The Kids 1-866-850-4321

Special Needs/Educación Especial

Warmline Family Resource Center 922-9276
 SCUSD Special Education Department..... 643-9174

Education/College/Educación/Colegio

Charles A. Jones Center 433-2600
 Florin Technology Education 433-2844
 Fremont School for Adults 277-6620
 Los Rios Community College District 568-2041

Job Training/ Entrenamiento de Trabajo

Sacramento Works 262-3200
 Asian Resources 454-1892



Kindergarten is just around the corner!

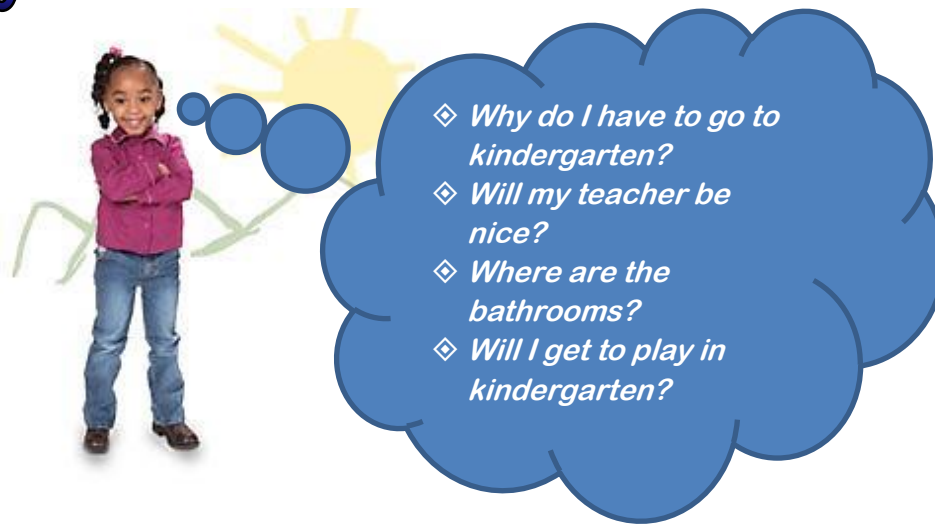
MY "TO-DO" CHECK LIST

Before school starts I will:

- Call the school to find out when I can take my child to visit the school and meet the teacher
- Ask the teacher for the best way to communicate with each other and leave my home and work phone numbers
- Make transportation plans clear to my child. If walking, walk the route together a few times before school starts. If riding the school bus, help my child know the bus number and bus stop
- Make needed child care arrangements for before and/or after school. Discuss these arrangements with my child

When school starts, I will try to:

- Go with my child on the first day(s) of school
- Make sure my child arrives on time and attends every day
- Respond to school when information is requested
- Make sure the school has my current phone numbers, address, and emergency contact numbers
- Post a calendar of events which include parent meetings, school events, grading periods, and conferences
- Get involved with the parent-teacher organizations



- ◇ *Why do I have to go to kindergarten?*
- ◇ *Will my teacher be nice?*
- ◇ *Where are the bathrooms?*
- ◇ *Will I get to play in kindergarten?*

These are just a few of the questions that preschool children often ask about kindergarten. Anticipating kindergarten can be both exciting and frightening for young children. Here are some ways you can help your child prepare for this new experience. . .

- Encourage your child to ask questions about kindergarten.
- Talk about kindergarten with a positive attitude, explain what to expect and answer all questions honestly.
- Visit the school and look at the classrooms, walk down the halls, explore the playgrounds, and find the office, cafeteria, and bathrooms.
- Establish a routine several weeks before the first day of school that will give your child adequate sleep and time to dress, eat, and gather needed school supplies. You want your child to arrive at school calm, well-fed, and eager to begin class.

Show your child that you value educational success by your comments, encouragement, interest, supporting regular attendance, and active participation.

If you ever feel you need support, please contact your teacher, school community liaison, or home visitor for assistance.



SUMMER SAFETY



Children Moving Safely Bicycles:

- Always wear a helmet that fits snug and meets or exceeds current safety standards.
- Ride on sidewalks and paths until your children reaches age 10 and can demonstrate they know the road.
- A bicycle is a vehicle, not a toy ~ traffic rules apply to bicyclists.
- Use reflectors and reflective clothing.



Car Safety

- Children 12 years old and younger should ride in the back seat.
- Infants should be in rear-facing car seat until at least 20 pounds and at least 1 year old. **Never place a rear-facing seat in front of an active passenger side air bag.**
- Toddlers 1 year of age and between 20-40 pounds can be placed in a forward-facing car seat.
- Children between ages 4-8 (about 40-80 pounds) should be in a booster seat and restrained with lap and shoulder belts.
- Usually children over 60 pounds or 6 years old can fit correctly in lap and shoulder belts.
- Mail in your car seat registration and contact manufacturer with any address changes so that you can be notified of any recalls.
- Replace any car seat that has been involved in a crash, even a minor one.

Walking



- NEVER allow children under age 10 to cross the street alone.
- **Teach and practice with children to stop, look, listen and LOOK AGAIN before crossing the street.**

Water Safety:

Drowning is the second leading cause of accidental death among children ages 1 to 14 in the US!

- **Always watch your children when they are playing in or near the water.**
- Install fencing around any pool or spa.
- Always wear a well-fitting life jacket when on a boat or near open bodies of water. ("Floaties" are not life jackets!)
- Teach your children to swim.
- Never dive into water less than 9' deep.

Heat Stroke and Heat Exhaustion:

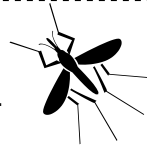
Too much heat and sun can be dangerous, especially for children!



- Always give plenty of fluids to drink, especially water and juice or frozen pops.
- **Never leave a child in a parked car, even for a few minutes.**
- Avoid outdoor play during the hottest part of the day (11 am to 2 pm).

Fight the Bite!

- * Use insect repellent with DEET.
- * Keep screens on windows and doors.
- * Mosquitoes bite in the early morning and early evening. If you do go out at these times, wear long sleeves and pants.
- * Get rid of standing water around your home.



Prevent Sunburn: Remember,

"Slip, Slap, Slop"

- **Slip** on a shirt.
- **Slap** on a brimmed hat and sunglasses.
- **Slop** on sunscreen with an SPF of at least 15.
- Reapply every 2 hours or if the child has been in water or sweating a lot.



FUN THINGS TO DO IN THE SUMMER!

Make a mess! The mess that children make—whether it's playing in mud, sand, or water, painting a picture or building a tower with books—is the way children learn about the world. Limit TV to 1 to 2 hours per day – get out and play!

Ask "thinking" questions. "Where do you think birds sleep?" "Where does the water go after it goes down the drain?"

Ride the bus or Light Rail.



Buy a children's song book and/or tape (garage sales are great places to find them) and learn some new tunes together.



Turn on music and march around the house. Or if your family likes to dance, turn on music and boogie!

Take a neighborhood "nature walk". Describe (color, size, texture, weight), write, draw and/or make a collage out of what you find.



Visit a museum, zoo or park. Review everything you saw and did and take dictation of what your child says to review with other family members.

Cook a new, healthy recipe together - make a list, shop, prepare and enjoy!

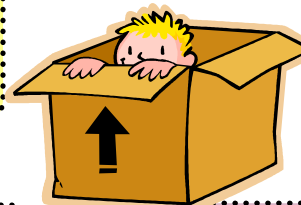
READ, READ, READ!



Visit the library and check out some books, videos, or tapes and ask about their special summer programs.

Take swim lessons.

Make a tent or "fort" with a sheet over the kitchen table. Expand it with boxes, chairs, other items.



Play "Hide-and-Seek" or "Simon Says".

Make a "book" by cutting out magazine pictures and pasting them on paper and writing your child's words.



Make an obstacle course out of boxes, pillows, and furniture.



Surprise someone with a special piece of artwork you've created with your child.

Tape record your voices, and then play it back and listen to yourselves.

Make up rhymes with your names in them.

Eat dinner outside "picnic style".



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PARENT POLICY HANDBOOK

Acknowledgement of Receipt



_____ I have received and reviewed a copy of the Parent Policy Handbook.

_____ I agree to follow all policies and procedures outlined in the Handbook.

_____ I will report any and all changes to my personal information to my assigned Teacher/Home Visitor or Child Development Specialist.

_____ I am aware of the "Late Pick-up Policy" and will ensure that my child is picked up on time. I will call the center each day that I keep my child home with illness and return only after he/she is symptom free for 24 hours.



_____ Children's Names

_____ Center

_____ Date

_____ PRINT Parent/Guardian Name(s)

_____ Parent/Guardian(s) Signature

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Sacramento City Unified School District

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