



Sacramento City
UNIFIED SCHOOL DISTRICT

*Early Learning and Care
Department
Parent Policy Handbook*

2022-2023

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EARLY LEARNING AND CARE DEPARTMENT

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Dear Parents and Caregivers:

The district's Early Learning and Care Department provides continuous, intensive and comprehensive center-based preschool, transitional kindergarten and school-age care services.

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. We will seek to provide him or her the most optimal support and educational experiences that will lead to success as they ultimately transition to kindergarten.

TABLE OF CONTENTS

District Policies -----	6-7
Early Learning and Care Department Program Options -----	8
Days of Operation -----	9
Full-Day Options – Policies & Procedures -----	10-14
Transitional Kindergarten - Head Start and Transitional Kindergarten - State Collaborative– Eligibility/Priority & Enrollment -----	15
Head Start/State Wrap Preschool Options– Eligibility & Priority Enrollment -----	16-17
General Policies and Procedures -----	18
• Attendance and Absences-----	18
• Is your child well enough to be in school today?-----	19
• Adult TB Clearance Record-----	20
• Behavior Standards/Intervention Policy-----	20
• Cell Phones-----	20
• Child Abuse-----	20
• Child TB Clearance Records and Immunizations-----	20
• Classroom Celebrations-----	20
• Classroom Daily Activities-----	20
• Clothing-----	21
• Complaint/Grievance Procedure – Early Learning and Care Department-----	21
• Confidentiality-----	21
• Custody/Restraining Order-----	22
• Daily Health Check-----	22
• Dental Examination-----	22
• Emergency Cards and Procedures-----	22
• Field Trips and Short Excursions-----	22
• Late Pick-up Policy-----	22
• Lice Policy-----	23
• Medication-----	23
• Nap Time-----	23
• Nutrition Policy-----	23
• Parent Conduct-----	24
• Perfumes/Fragrances-----	24
• Physical Examination-----	24
• School-age Care-----	24

General Policies and Procedures (cont.)	
• Siblings and Non-Enrolled Children	24
• Signing-In Procedures – Arrival	24
• Signing-Out Procedure – Departure	25
• Special Needs	25
• Toileting	25
• Transportation of Children	25
• Well-Child Participation in Daily Activities	25
Classroom Information / Classroom Policies	27
Processes During the School Year	28
• “Slow Start” & Classroom Orientation (Head Start only)	28
• The Screening Process	28
• The Assessment Process	28
• Family Partnership Process	28
• Learning Genie	28
• Ready Rosie	28
What will my child learn in preschool?	29
• The Classroom	29
• The Daily Routine	29
Home Visits and Parent/Teacher Conferences	30
How can I help my child learn through play?	31
Parent Committees	32
• Head Start	32
• State Preschool	32
How can the preschool help my family?	33
How can I help the preschool?	33
Nutrition Education	34
Community Resources	35
Kindergarten is just around the corner!	36
Safety Outdoors	37
Fun Things to Do with your Child!	38
Parent Policy Handbook Acknowledgement of Receipt	40



DISTRICT POLICIES

Non-Discrimination Policy – Sacramento City Unified School is an equal opportunity employer. SCUSD does not discriminate on the basis of race, color, national origin, age, religion, political affiliation, gender, gender expression, gender identity, mental or physical disability, sexual orientation, parental or marital status, or any other basis protected by federal, state, or local law, ordinance or regulation, in its educational programs or employment.

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 Early Learning and Care 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.

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.

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.

Code of Conduct

All adults 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.



TITLE IX POLICY ON SEXUAL HARASSMENT (BP 5145.7)

The District recognizes:

- That sexual and other gender-based harassment has a detrimental impact on all students' ability to learn, and all students are entitled to a harassment-free educational environment;
- That sexual harassment and other gender-based discrimination has a disproportionately negative effect on students of color, immigrant students, students who identify as LGBTQI or gender non-conforming or non-binary, and students with disabilities;
- That the District takes all complaints of gender-based discrimination seriously, will investigate all reports, and will appropriately discipline students and employees found to have violated its anti-discrimination policies;
- That reporting of sexual harassment and other gender-based discrimination is strongly encouraged, retaliation prohibited; and
- That the District is collaborating with Equal Rights Advocates to continue to improve its policies and practices to ensure a safe and discrimination-free educational environment for its students.

As such, 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 person at school or at any school-related activity. Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities, including in an electronic or virtual/on-line medium, will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct. Parents/guardians have the right to receive the district's sexual harassment policy as it relates to students. [Education Code § 231.5 § 48980(g)] Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to appropriate disciplinary action.

Board Policy 5145.7

The Governing Board is committed to maintaining a safe learning environment that is free of harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by any person. The Board also prohibits retaliatory behavior or action against any person who submits a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The District strongly encourages any student who feels that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment, including cyber harassment/on-line/social media activity and/or sexual violence, that has a continuing effect on campus, to immediately contact their teacher, the principal, or any other available school employee. Any district employee who receives a report or observes an incident of sexual harassment shall notify the principal, Site Designated Title IX Administrator or a District Title IX Compliance Officer. Once notified, the Site Designated Title IX Administrator or District Title IX Compliance Officer shall take the steps to promptly investigate and address the allegation, as specified in the accompanying administrative regulation. District and site personnel shall take immediate steps to intervene when safe to do so when she or he witnesses an act of discrimination, harassment, intimidation, retaliation, and/or bullying. While the district has promulgated a written complaint form, there is no requirement that the reporting student provide their complaint in writing in order for an investigation to occur.

(cf. 0410 – Nondiscrimination in District Programs and Activities) (cf. 1312.1 – Complaints Concerning District Employees) (cf. 5131 – Conduct) (cf. 5131.2 – Bullying) (cf. 5137 – Positive School Climate) (cf. 5141.4 – Child Abuse Prevention and Reporting) (cf. 5145.3 - Nondiscrimination/Harassment) (cf. 6142.1 – Sexual Health and HIV/AIDS Prevention Instruction)

Students shall be informed that they should immediately contact a staff member if they feel they are being harassed by a fellow student, staff member, or other person. District and site staff shall promptly report complaints of sexual harassment to the Site Designated Title IX Administrator or the District Title IX Compliance Officer designated in AR 5145.7 and AR 1312.3. District and site staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

The Superintendent through the District Title IX Compliance Officer shall take appropriate actions to reinforce the District's sexual harassment policy.

Prohibited sexual harassment includes, but is not limited to, sexual violence, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code § 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress.
2. Submission to or rejection of the conduct by an individual is used as the basis for academic decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact on the individual's academic performance, or of creating an intimidating, hostile or offensive educational environment. The conduct is sufficiently

EARLY LEARNING AND CARE DEPARTMENT – PROGRAM OPTIONS

WRAP (6.5 hours) PRESCHOOL OPTION (Traditional school year)
Head Start & State Funded Preschool
AGES: 3 – 5 years of age FEE: Free to income eligible families

FULL-DAY (7 hours) PRESCHOOL OPTION (Traditional/Year round)
<u>Full-day Preschool</u>
AGES: 3 – 5 years of age 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.

TRANSITIONAL KINDERGARTEN (TK) (6.5 hours) COLLABORATIVE WITH HS OR CSPP (Traditional school year)
<u>Transitional Kindergarten, California State Preschool Programs (CSPP) or Head Start (HS) Collaboration Programs</u>
Ages: must be 5 years of age between September 2 and February 2 to be eligible.

FIRST 5 PLAYGROUPS (1½-hour sessions) (Traditional school year)
Infant/Toddler & Preschool
AGES: 0 – 5 years of age FEE: Free for all families
CAJ Skills Center

SCHOOL-AGE BEFORE AND AFTER SCHOOL CARE (Full-day: 8-11 hours) (Traditional & Year round)
<p>School-age Children’s Centers offer free, subsidized or fee-based child care to Transitional Kindergarten through 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 multicultural 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 in the least restrictive environment.

DAYS OF OPERATION

Hours of Operation may vary

Traditional Calendar

All Program Options are closed on:

(Holidays occurring on Saturday will be observed on Friday, holidays occurring on Sunday will be observed on Monday)

- 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

Holidays/Breaks

Thanksgiving
November 21 -25

Winter Holiday
December 26 – January 6

Spring Break
April 3-7

12 Month

Full-Day Schedule during Winter, Spring, and Summer Breaks:

- Full-Day options close during both weeks of Winter Break
- Some centers **may** close (Certain centers may experience periodic closures):
 - A few days at Spring Break (During Spring and Summer Break. Check your site calendar for specific dates)
 - During Summer Break

Preschool Conference/Home Visit Weeks

Wrap and TK Head Start programs will have shortened days:

- Orientation and Home Visits: September 6 - September 9
- Fall: November 14 – November 18
- Winter (Head Start Programs only): February 14 – February 17
- Spring: May 8 – May 12

FULL-DAY OPTIONS POLICIES & PROCEDURES

Full-day Preschool (7-hour)

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 monthly 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 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 3.5 hours "Core Curriculum Class" portion of the day.

• Ages

- Preschool children must be three-years-old, with priority given to children entering kindergarten the following school year.

• 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 Early Learning and Care Special Needs Coordinator may be available to assist families seeking assessment and/or services through their district of residence.

2. Priority for Enrollment

• Preschool

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

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.

Within each priority, families with the lowest income ranking shall be admitted first. When two or more families have the same income ranking, priority is given in the following order:

- the family with a child with special needs
- the family that has been on the eligibility list for the longest time

- **Transitional Kindergarten Collaborative Classrooms (TK with Head Start or CSPP)**
 - Age eligibility – five years of age between September 2 and February 2
 - Priority is given to families who reside within the SCUSD attendance areas

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.

3. Core Class Curriculum

All preschool children enrolled in Full-Day Option Preschool are eligible to attend a 3.5-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.

4. Fraud

While the percentage of families that attempt to intentionally deceive our program are 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.

5. Contract and Non-Contract Hours/Days (Full-day programs)

Preschool care is contracted for days and hours of documented need (with the exception of the 3.5-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 3.5-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 *Notice of Late Pick-up*. The third occurrence within a 12-month period may result in the issuance of a *Notice of Action (NOA)* terminating preschool care services.

If your child will be late, parents must notify the classroom teacher by 8:15 to ensure meals are ordered for your child.

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

6. Variable Schedules for Working Parent(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.

- Fees **may** be waived for the 2022-23 school year.
- Parent fees are assessed for Full-Day and School-age services only.
- Fees are always based on current income and family size.
- Change in status may result in a reduction in fees (i.e., change in employment, family size, and hours of service). Any change in fees will be effective the first day of the month following the mail date listed on the Notice of Action.
- 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.
- 130 hours or more of care is considered a full time rate and less than 130 hours is considered part time.
- 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.
- Parents/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).

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:

**SCUSD – Enrollment Center
5601 47th Avenue
Sacramento, CA 95824**

- If a check is returned, all future payments must be made by cashier’s check or money order. A \$35 returned check processing fee will be charged to your account.
- 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 fees are not paid they will be sent to collections.

9. Late Fee Policy

Fees are considered late when they have not been paid by 4:00 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

Families receiving child care services shall be recertified after 12 months of service and must provide documentation to support continued income eligibility and need for services. Families will receive a notification in advance of their recertification date and provided with instructions.



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

Please report changes in your home and mailing address and phone numbers. Families must report changes if their income exceeds the 85% of the income guidelines threshold.

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

13. 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.

14. 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, staff cannot physically prevent the unauthorized parent from removing the child.

15. Termination Policies

Families will be notified of any termination by a *Notice of Action (NOA)* 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
- 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 exceeds the 85% family income threshold.
- Failure to provide initial physical exam and/or updated immunizations

16. 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.

- 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). Unless parents waive their rights to due process in writing*.
- If due process is waived, parents will be responsible for fees up to the date the request was made.

17. Exclusion Timeline

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

TRANSITIONAL KINDERGARTEN (TK) – HEAD START COLLABORATIVES TRANSITIONAL KINDERGARTEN – STATE PRESCHOOL (CSPP) COLLABORATIVES OPTION

Eligibility/Priority and Enrollment

Eligibility Requirements

The following criteria apply to all applicants:

- Children must be age eligible based on State of California enrollment guidelines.
- Proof of CA residency must be established.
- Out-of-District Enrollment
 - The TK State Collaborative Option gives enrollment priority 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 Early Learning and Care 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, we assist in sending referrals to ensure that the child's educational needs are met in the least restrictive environment. Your assigned Coordinator may be available to assist families seeking assessment and/or services through their district of residence.

Priority for Enrollment

The following criteria apply to all applicants:

- Families who reside within the school district
- 2nd year enrollment
- CPS referrals

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/STATE WRAP PRESCHOOL 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.
- Children 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 with special needs who exceeds the income guidelines.
 - A child's school district of residence provides assessment for suspected special education needs and, if the child qualifies, can do speech in SCUSD to ensure that the child's educational needs are met in the least restrictive environment. The SCUSD Early Learning & Care Special Needs Coordinator may be 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 parents
- 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 first.

If you are enrolled in a Preschool or a TK Collaboration Option, the following services are provided:

Family Partnership Agreement 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 will be reviewed with you by a teacher.

If you are enrolled in a Head Start program, you will also be invited to participate in a Family Partnership Agreement process. This agreement will help you focus on a goal for you or your family. Staff will help you develop strategies to meet your goals.

Vision, Hearing, and Developmental Screenings

Your child **may 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.

Special Education Assistance

The Special Needs Coordinator is available to assist staff and families in screening, referring, and accessing services for children with special needs. We work in collaboration with the district and other community agencies. 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 must arrive to school on time in order to receive the maximum benefit of the academic year. It is your responsibility to call the classroom when your child is going to be late or absent. All unverified absences will be counted as unexcused. Excessive absences and tardiness may result in the termination of services.

- If your child will be arriving to school late or will be absent contact the classroom by phone, prior to his/her arrival time.
- If your child is absent without contact from you, the teacher will contact you.
- After five consecutive days of absence, other support staff will contact you 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 schedule, 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 Full Day families may be granted by the Registration Supervisor.
- A responsible adult must sign your child in and out on a daily basis with the correct times indicated.

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

<p><u>General:</u></p> <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ○ Death in the family ○ Court appearances (documentation is required) ○ Sudden move ○ Emergency counseling ○ Lack of transportation (5 consecutive days) <p>Other family situations will be addressed on a case-by-case basis by the Program Coordinator/Registration Supervisor.</p>	<p><u>*Best Interest (including, but not limited to):</u></p> <ul style="list-style-type: none"> ● Religious holidays ● Vacation ● Travel opportunities ● Visiting with parent/grandparents <p>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.</p> <p>*Each child is granted ten (10) best interest days. Best Interest Days only apply to state-funded programs, not Head Start.</p>
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Unexcused Absences

Absences for reasons not listed above are considered Unexcused. If your child's attendance rate is below 90%, you will be sent an Attendance Letter notifying you of your child's absences and offers of support to help improve attendance. **Excessive unexcused absences 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 each day. You, or the adult you have designated to bring your child to school, cannot leave your child until your child's health check is completed.

- 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
- 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
- Casts or splints
- Stitches



- 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 Volunteers

Volunteers must complete a *Volunteer Sex Offender Check Authorization* form and a *SCUSD Volunteer Registration* form. They are also required to have finger prints taken and cleared, have a current TB clearance and proof of immunizations in accordance with Early Learning and Care Department adult TB policy and CA Community Care Licensing. For more information on how to become a volunteer, please contact the Registration Supervisor at (916) 643-7807

Behavior Standards/Intervention Policy

Program behavioral expectations 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. Basic classroom expectations will be posted in each classroom. These classroom expectations include that staff and children will be “safe, friendly, and respectful.” 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 a child does have ongoing disruptive behavior and all appropriate interventions prove to be ineffective, the child will not be permitted to continue in the program. Interventions may include:

- Staff interventions and redirections
- Call/note to parent
- Parent attending with child
- Parent and teacher conferences and/or parent conference with preschool program support staff (SST meetings)
- 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
- Change in services

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

Cell Phones in the Classroom

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, by staff or parents.

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*. To keep all children safe, outside food may not be distributed inside the classroom or anywhere on school grounds. If you would like to celebrate your child’s birthday, please connect with the teacher to arrange. 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 may also be involved in 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:

1. Do they give freedom for action?
2. Are shoes sturdy and flat?
3. Do they allow for self-dressing?
4. Are they suited to the temperature?
5. Are they easily washed?

IMPORTANT: We are not responsible for lost clothing

Complaint/Grievance Procedure

The purpose of this procedure is to establish a process whereby members of the community, including parents, who have concerns regarding the Head Start, State Preschool, and Transitional Kindergarten Collaborative options 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.

● **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 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 Coordinator.
- 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 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.

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 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. 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 by contacting your program coordinator or teacher.

Custody/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. If an unauthorized parent tries to remove the child from the site, the staff will call 911. However, staff cannot physically prevent the unauthorized parent from removing the child.

Daily Health Check - follow COVID-19 Guidelines

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 or infection, 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 up 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: In case of an accident or illness, you or adults you designate on your child's emergency card, need to be available by phone during preschool hours. Please keep names and phone numbers on your emergency card CURRENT at all times!

Walking Field Trips and Short Excursions

Occasionally, your child's class may 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 walking field trips are planned. ***Adults planning on participating on field trips, must be cleared through the District's Level II Volunteer Process, which includes proof of adult TB, proof of immunizations and finger print clearance.***

Late Pick-up Policy

Children must be picked up at the end of class 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 who 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:

- In order to locate someone to pick up your child immediately, persons on the emergency card will be contacted. 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 Early Learning & Care Department 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. Parents should frequently check their child’s head. Lice do not cause disease and are not dangerous to a child. Head lice live only on people and do not infest pets, homes or school. The major mode of transmission is through head to head contact. If your child is found to have live lice, you will be contacted to pick up your child. A “head check” will be performed when a child treated for lice has returned to school. Your child will be allowed to stay if no live lice are found.

Medication

- Medication will be administered 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.
- A child’s school entry may be delayed or a child may be temporarily excluded/terminated from the program until all necessary medical documents and current, unexpired medication have been received.
- Each medication must be in its original container and clearly labeled by the pharmacy. It is requested that all inhalers be a new prescription. The use of a spacer with inhalers for young children is encouraged. 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 with medication instructions clearly visible.

Administration of Medication (Ed. Code 49420-49425; District Policy 5141.21) – A designated school employee may administer medication (prescription and over-the-counter) during 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

Preschool and TK Collaborative children who participate in programs operating 6-7 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). The department provides lightweight blankets that are washed weekly. Parents should check with the classroom teacher regarding “comfort items” that the child may wish to bring from home.

Nutrition Policy

The Early Learning and Care 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. 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. **(family-style food service is suspended until further notice)**
- Changes to the menu will be posted on the weekly meal calendar.
- Outside foods are not allowed to be served to children, including during birthdays and special events.
- A 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 and/or food allergy! Early Learning and Care policy requires that all needed paperwork, medications or modified meal plans be in place before a child with food allergies attends school.

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 California 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.

Perfumes/Fragrances

Many children and adults are sensitive to strong scents. For this reason, we ask that adults and children entering the classroom refrain from wearing strong perfume, fragrance or body wash.

Physical Examination

- Each child is required to have a record of complete and current (within the previous 12 months) physical examination within the first 30 days of enrollment.
- Your child will be temporarily excluded from school after 30 days until the physical examination form is received. School nurses are 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 the original exam.

School-age Care

Please be aware that enrollment in the preschool 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 Preschool or TK Collaboration Programs 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.

Signing-In Procedures – Arrival (see page 17 – Attendance)

Upon arrival, you or a responsible adult, must accompany the child to the classroom and sign him or her in. 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

Children are expected to arrive at the beginning of their scheduled day in order to receive the maximum benefit of the core class curriculum. If you are going to be late, you must notify the center no later than 30 minutes after start of class time in order for your child to be counted in the daily meal 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 (18 years or older) 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 can often learn successfully with other typically developing children in a general education classroom 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 Special Needs Coordinator is available to assist families in identifying and accessing appropriate services and programs, ensuring children with disabilities are placed in the least restrictive environment.

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.

Diapers/Pull Ups

Pull Ups and wipes are provided for children in preschool programs. All children are changed/checked as needed or on an individual schedule agreed by parent & teacher.

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 **ride shares (i.e. Uber/Lyft) 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 (916) 338-6710 for more information.

IMPORTANT: It is unlawful to leave a child unattended 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.



CLASSROOM INFORMATION

Classroom _____ Phone # _____

Your child's Teachers' names are _____

Your Child Development Specialist is _____ Phone # _____

Your Coordinator is _____ Phone # _____

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

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

Your Parent Committee meetings are _____

CLASSROOM POLICIES

Toys from home: _____

Shoes and clothing: _____

Comfort objects: _____

Classroom celebrations: _____

Other: _____



DURING THE SCHOOL YEAR

“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.

The Screening Process

- Your child will 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 (2015) or DRDP (2015) assessment. A summary of this assessment will be shared with you during your child’s scheduled parent/teacher conferences and/or home visits.

Family Partnership Process

- The Family Partnership Process starts at enrollment when parents complete the Family Worksheet. All parents receive the Family Resources Handout. During Orientation, your teacher will review the Worksheet to identify your need for resources.
- Head Start families are offered opportunities during home visits and parent/teacher conferences to continue this process with family goal setting.

Learning Genie

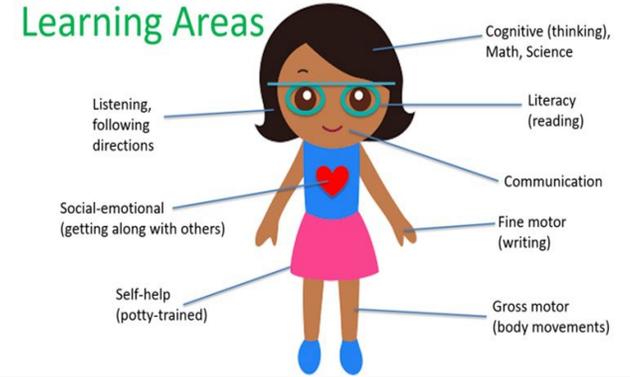
- Learning Genie is a secure app that helps teachers gather observations and student work. Please register for an account to have access to your child’s progress throughout the school year. You can also share your child’s accomplishments with the teaching staff using this app. Using the message feature, you can communicate with the teachers in your home language.

Ready Rosie

- You are invited to sign up for Ready Rosie, an online, research-based parent education curriculum. You will be sent a list of brief, helpful videos once a week on different topics regarding your child’s education and growth. You can also self-select videos on different topics.

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* and *I am Moving, I am Learning*, 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</p> <p>All of our preschool program options use Creative Curriculum, which focuses on oral language, phonological awareness and preparation for literacy, and <i>I Am Moving, I Am Learning</i> (IMIL) which focuses on physical development, health and nutrition. Teachers use Teaching Pyramid strategies to promote social skills and social emotional wellbeing. 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. Fine motor development is enhanced within 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 programs will help you and your child become life-long learners.</i></p>



HOME VISITS and PARENT/TEACHER CONFERENCES

Home Visits – Head Start, Wrap and Full-Day

- 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 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 will work with you to identify and define personal and/or family goals and discuss strategies that will help you achieve these goals.

Parent/Teacher Conferences – All Programs

- 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 2015 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 *DRDP Parent Report* (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:

- ✓ Provide 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!



Building fine motor skills prepares young children to write. 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, calculators, rulers or measuring tape
- ✓ 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 PC 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 PC meets approximately once a month for two hours (usually in the morning).
- PC meeting locations or Zoom number will be provided by September 1

State



Parent Advisory Committee

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 from part day State classes.

WHEN AND WHERE ARE THE PARENT ADVISORY COMMITTEE MEETINGS HELD?

- The PAC meets at least three times a year for two hours (usually in the morning).
- PAC meeting location or Zoom number will be provided by September 1

CLASSROOM - PARENT MEETINGS: Classroom parent meetings are held regularly. During parent meetings, parents and teachers plan curriculum 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 Early Learning Programs help my family?

Teachers, Nurses and Managers are available to assist you in the following ways:

- Create school/home connection
- 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 be involved?

When you are involved in your child's education, your child does better in school and the program improves. Volunteering in the classroom is a valuable way to be involved. However, many parents have busy schedules and classroom volunteering may not be a possibility. In this case, 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:

- ☺ Lesson plan suggestions
- ☺ Specific home enrichment activities
- ☺ School site meetings and projects
- ☺ District and community meetings, forums, and workshops

To volunteer in the classroom or participate on a field trip, adults must be cleared through the District's Level II Volunteer Process, which includes proof of adult TB, proof of immunizations and finger print clearance.

HEALTH AND NUTRITION

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 District Nutrition Services Department and menus reflect adherence to specific standards which include:

- low-fat milk and whole milk.
- fresh fruits and vegetables with leafy greens offered weekly
- half of all grains served are whole grains and cereals
- contain 5 grams of sugar or less
- processed meats are limited

To further ensure our goal of meeting the needs of our children, Head Start Policy Council members provide feedback to Nutrition Services related to the menu.

Early Learning and Care Department 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 included in the classroom 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 *IMIL*. At least 60 minutes of structured and unstructured physical activities are provided daily.

Teachers are trained on the Head Start Performance Standards related to family style meal service, food allergies and requirements related to the Child and Adult Care Food Program.

Tips for Healthy Eating at Home

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 (916) 498-1000
Emergency Food / Comida de Emergencia

Sacramento Food Bank.....(916) 456-1980
Antioch Progressive Church.....(916) 479-2754
Cordova Community Food Locker.....(916) 364-8973

Counseling on nutrition is available.

COMMUNITY RESOURCES

InfoLine Sacramento 2-1-1 or (916) 498-1000 or www.211sacramento.org

Child Abuse Prevention / Prevenir Abuso de niños

Child Protective Services (CPS)..... (916) 875-5437
Sacramento Crisis Nursery..... (916) 394-2000

Child Discipline / Disciplina de Niños

Parent Support Line..... 1-888-281-3000

Child Support Assistance / Apoyo de Niños

Sacramento County Department of Child Support Services:
www.dcss.saccounty.net or 1-866-901-3212
Superior Court of California-Family Law Facilitator:
www.sacourt.ca.gov/family/self-help or (916) 875-3400

Clothing / Ropa

Sacramento Food Bank & Family Services: www.sacramentofoodbank.org or
(916) 456-1980

Counseling / Consejería

La Familia Counseling Center: www.lafcc.org or (916) 452-3601
River Oak Family Resource Center:
www.riveroak.org or (916) 244-5800
Hmong Women's Heritage..... (916) 394-1405

Domestic Violence/Violencia Domestica

WEAVE (24 Hour Crisis Line) (916) 920-2952
My Sisters House..... (916) 428-3271

Education/College / Educación/Colegio

Charles A. Jones Center..... (916) 433-2600
Los Rios Community College District..... (916) 568-3041

Transportation Assistance / Transportación

Sacramento Regional Transit (916) 321-2877

Food / Comida

Sacramento Food Bank & Family Services:
www.sacramentofoodbank.org or (916) 456-1980
CalFresh at www.getcalfresh.org or (916) 874-3100

Emergency Shelter / Alojamiento de Emergencia

Sacramento Area Emergency Housing Center: www.nextmovesacramento.org
or (916) 455-2160
Sacramento Self Help Housing: www.sacselfhelp.org or (916) 341-0593

Health / Salud

Sacramento Covered: www.sacramentocovered.org or (916) 414-8333
Wellspace Health (Medical): www.wellspacehealth.org
or (916) 646-8000

Job Training / Entrenamiento de Trabajo

Sacramento Works (SETA): www.SacramentoWorks.org or www.seta.net or
..... (916) 263-3800
Asian Resources: www.asianresources.org or (916) 454-1892

Special Needs / Educación Especial

Warmline Family Resource Center:
www.warmlinefrc.org (916) 455-9500
Spanish (916) 922-1490
Toll Free (844) 455-9517
SCUSD Special Education Department (916) 643-9174

Legal Assistance / Asistencia-legal para padres de la familia

Family Law, Self-Help Center (916) 875-3400
McGeorge Community Legal Services..... (916) 340-6080

Substance Abuse/Abuso de Substancia

Sacramento County Access Alcohol & Drug Counseling
Program (916) 875-2050
Alcoholics Anonymous: www.aasacramento.org or (916) 454-1100
Narcotics Anonymous: www.sacrna.org or 1-877-623-6363

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.
- 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 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.
- Read books to your child about starting kindergarten.

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

If you ever feel you need support, please contact your teacher for assistance.

TIPS FOR OUTDOOR SAFETY

Pedestrian Safety

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.

Bicycle Safety:

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.

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.

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.



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 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 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 (1:00 to 4:00 pm).

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 **30**.

Reapply every 2 hours or if the child has been in water or sweating a lot.

FUN THINGS TO DO WITH YOUR CHILD!

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?”

Read, Read, Read!
Find fun places to explore books.

Make a “book” by cutting out magazine pictures and pasting them on paper and writing your child’s words.

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

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

Buy a children’s song book (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!

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

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

Make up rhymes with your names in them.

Play
“Hide-and Seek”
“Simon Says”.

Take swim lessons.

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

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.

Eat dinner outside “picnic style”.

Make a tent or “fort” with sheets, couches or a table and expand it with boxes, chairs, or other items.

Ride the bus or Light Rail.

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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 and 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
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PRINT Parent/Guardian Name(s)	Parent/Guardian(s) Signature
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