



Child Development Department

Staff Policies & Procedures Handbook

2018 - 2019

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PROGRAM INFORMATION

DEPARTMENT NORMS

These norms were developed by a volunteer group of Child Development staff representing classified and certificated staff. The purpose for developing the Norms was to develop a common definition for how we will work together in harmony. We recognize that we want to work together to better serve our customers: our children, their families and our fellow employees. All staff members are expected to adhere to these Department Norms:

Human dignity is maintained in all interactions

- No yelling
- Use "I feel messages"
- Respect individual differences
- Value each other's unique backgrounds and experiences
- Maintain psychological and physical safety in every interaction by being sensitive to others
- Be courteous to everyone

Celebrate our successes

- Allow time at every event to share team successes
- Acknowledge one another's efforts

Professional communication

- Timely response (within one to two business days) to parent/site staff/district/central staff
- Go directly to the source to validate information or to address concerns
- Avoid assumptions – and remain open minded
- Avoid emotion-laden words
- Refrain from carrying emotion forward
- Maintain confidentiality
- Phone communication – remember to use the same tone as if you were meeting with someone in person
- Use a positive tone (respectful) in verbal and written communications
- Create environment for open communication to occur
- Follow up after agreements have been made to ensure completion, commitments/promises kept
- Limit personal calls - No cell phones during work hours with children

Written communication

- Reports are completed on time
- Documents and reports are completed accurately
- Follow through on assignments given
- Confidentiality in storing documents
- Have a staff suggestion box
- Provide written material during meetings to back up what is being said
- Acknowledge staff who turn in paperwork on time
- Provide staff with information and resources in ample time to meet deadlines

Use effective team decision-making strategies

- Allow time for discussion and process
- Be on time to meetings
- Make sure all staff members are informed

- All players informed of decision in a timely manner
- Value divergent thinking; look at all sides. Once a decision is made, we're united behind it
- Gather staff input from the field, ask what is working and what's not working during meetings
- When possible, get consensus
- Value our own expertise, but be willing to go outside when we need it
- Attack the problem, not the person
- Pull together in a crisis or when need arises. Person who is having crisis lets group know
- Provide time for reflection
- Include all stakeholders
- Provide an answer to an issue

Notify your support person

- If time lines can't be met (well in advance so all resources can be pulled in)
- When you are absent, call both your support person and the person responsible for your attendance
- Of any emergencies or hot topics - **NO SURPRISES**
 - 911 emergencies and injuries that require a doctors attention
 - CPS referrals
 - Licensing notifications/breaches/reports/visits
 - Grant reviewers/monitor contacts or visits
 - Potential litigation
 - Contract concerns
 - Student/employee safety, lockdowns
 - Staff dissension
 - Worker's Compensation issues
 - Removal by a police officer
 - Loss of power, water, flooding or any other unusual incident
 - Angry parents

Professional team work

- Be on time to work
- Consistent with break and prep-time schedules
- Provide constructive feedback to each other, focus on strengths

SUPPORT STAFF ROLES

Director

Assures that district, state and federal mandates are followed in respect to all aspects of program operation and quality for Early Head Start, Head Start, State-funded programs and school fee-based programs.

Coordinator

Provides management and support to all program options: Head Start, Early Head Start, Home-Based Head Start and Early Head Start, State Preschool, and Children's Centers (preschool and school-age); supervises teaching, support, and clerical staff to ensure that children receive high quality educational experiences appropriate to their developmental needs; monitors sites for compliance with district, state and federal standards of quality, health, and safety; supports program director in policy and procedure decision-making; and represents the department to outside entities.

Each coordinator also supports one or two Head Start content areas, such as:

- Program Design and Management
- Enrollment and Registration
- Health, Safety, and Nutrition

- Education
- Special Education
- Social Services

Registration Supervisor

Provides supervision and support to enrollment and registration staff for all Child Development programs.

School Readiness Supervisor

Plans, coordinates and implements the First 5 Sacramento “Partners for School Readiness” program. Supervises First 5 programs and personnel.

Child Development Specialist (CDS)

Provides clerical support in the areas of student enrollment, payroll, substitutes, supplies, travel, mileage, student and staff attendance reporting.

Facilities Licensing Specialist

Provides support to classroom and central staff for safe and healthy environments and playgrounds, phones and other technology, and licensing.

Itinerant Instructional Aide

Provides temporary one-on-one support to at-risk children who have been identified by teachers and support staff. Provides substitute classroom support as needed.

Nurse

Screens, assesses and identifies health and nutrition needs for children and families. Facilitates follow-up care and provides health, nutrition, and safety education to parents and staff.

Operations Specialist

Approves, schedules and coordinates the facility needs of department sites. Plans, organizes coordinates and supervises the daily custodial activities of assigned school sites. Trains, supervises and evaluated the work of assigned custodial staff.

Parent Advisor

Supports social services, provides parent education, and connects parents and staff to appropriate community resources. Assists in organizing Head Start PC and State PAC meetings.

Program Technician

Processes, monitors, and reviews all financial aspects of the department to ensure student, program, parent, and departmental needs are met throughout the fiscal year. Reviews and maintains personnel, payroll, purchasing, income and expense data, and information.

Program Data Technician

Provides technical and training support to department staff related to CHDV databases. Monitors compliance timelines, enrollments, and contract earnings. Researches and analyzes data for administrators.

Resource Teacher (RT)

Provides assistance to teachers, aides, and home visitors in areas of curriculum, behavior management, documentation, and planning. Assists with special projects, organizing multilingual support, professional learning, and grant requirements.

School Community Liaison (SCL)

Recruits and facilitates enrollment for Early Head Start, Head Start, and State-funded programs. Serves as the home/school connection and consults regularly with other social services support staff including resource teachers, parent advisor, social workers, special needs coordinator and teachers.

Social Worker

Supports children and families in issues related to mental health and social services. Organizes and monitors family support activities of the social service team, including parent advisors and school community liaisons.

Teacher Assistant Bilingual (TAB)

Provides services to English language learners that may include: one-on-one support, small group support, screening and assessment. Provides substitute classroom support as needed. Teachers may request the services of a TAB for parent meetings and/or home visits through their resource teacher.

PROGRAM OPTIONS

We provide free, subsidized or full-fee early childhood educational opportunities for eligible families who meet criteria established through Head Start and State Title V. Comprehensive services, such as education, social services and health services are provided through collaboration with Head Start. Priority enrollment is given to those who reside within our district boundaries. Following is a brief description of the various program options available within the Child Development Department:

Preschool Options:

- **Part-Day** (3½ hours, 4 days a week) – Head Start funded
- **Part-Day** (3 hours, 5 days a week) – State funded
- **Wrap Around** (6½ hours a day, Monday-Thursday; 3 hours, Friday)– Head Start & State funded
- **Full-Day** (4 hours or more daily) – Head Start and State funded. Children’s Centers offer free, subsidized or child care for income eligible families who have a demonstrated need for child care (i.e., employment, training, looking for work, incapacitated). Hours of care are determined on parent’s schedule. Comprehensive services, such as education, social service and health are provided through collaboration with Head Start.
- **Home-Based** (weekly 1½ visits & 2 monthly socializations) – Head Start funded. Early childhood education and support services are brought to individual family’s homes once a week. Group “socializations” occur twice each month at various locations. (Children enrolled in state funded preschool may qualify for Head Start Home-Based.)
- **Summer Academy – Partners for Readiness** (4-5 years – must be kindergarten eligible). This is a six-week summer kindergarten readiness program for English Language Learners and for children who have not had previous preschool experience.

Infant/Toddler Options:

- **Center-based** – Head Start and State funded. This option provides care and comprehensive support services to families and runs during the traditional school year. Priority is given to children of teen students and infants/toddlers with special needs.
- **Infant/Toddler Home-Based** (weekly 1½ hour visits + two socialization days a month) – Head Start funded. Early Head Start provides infant and toddler early childhood education and support services to individual family’s homes once a week during 1½- hour visits. Group “socializations” occur twice each month at various locations.
- **Locally Designed Option** – Early Head Start funded.

- One day per week in the classroom for 6.5 hours and a 1½ hour home visit every other week. During the summer these families have weekly home visits. Priority is given to children of teen students and infants/toddlers with special needs.

First 5 Options:

- Home Visits
- Infant/Toddler Playgroups

School-Age Options:

- **Before & After School Care** (grades K-6, M-F) – State-funded or full-fee funded. These programs provide before and after school care to children ages 5–12. In addition to theme-based activities that support academic skills, each program has a strong emphasis on homework assistance, creative self-expression, sports and recreational activities, dramatic play, arts and crafts, cooking projects, and multi-cultural activities.

RECRUITMENT, REGISTRATION, & ENROLLMENT

Recruitment, Registration, and Enrollment Guidance: Head Start Performance Standard 1305.5 - 1305.7, State Title 22 Regulation 1218.1 – 10129 Recruitment, registration and enrollment for Head Start and State preschool are ongoing processes. They are marked by specific and cyclical activities.

Recruitment

“Everyone Recruits”—This is our mantra! School Community Liaisons (SCLs) have primary responsibility for recruitment; however, our entire department benefits when all staff are involved in recruitment activities. New ideas are always welcome! Some of our current activities include:

- Recruitment information/presentations at Back-to-School Night, Open House, PTA meetings and other school events
- Up-to-date recruitment information provided in each school office
- Advertisements, radio spots, banners, flyers, postcards, etc., in multiple languages
- Regular contact with a variety of community agencies, local services, and other school district programs
- Follow-up on referrals made by enrolled families
- Frequent phone calls to families who have yet to complete all required paperwork for enrollment in a Head Start or State Preschool program
- Social media outlets, i.e., department website, Twitter, Facebook, email, etc.

Preschool Registration

Open enrollment for preschool will start 120 days prior to the first day of school. This typically is late April. During this time flyers, applications packets, posters and postcards are distributed at school sites via mail and posted on the district website. Applications are accepted at the two Registration offices late April until October. Families are selected according to the established selection criteria, not on a first come, first serve basis.

Enrollment Locations

Families register for home-based part-day and full-day preschool programs at the Hiram Johnson Family Education Center (3535 65th Street) or the Capital City Child Development Center (7220 24th Street).

When an opening exists during the year, the Child Development Specialist will contact the next eligible child on the waiting list according to the appropriate selection criteria (Head Start or State) and will provide a start date. Classroom staff is contacted and the completed file is taken to the classroom 1-2 days prior to the child’s start date (no child will be allowed to begin class prior to the teacher receiving the child’s file).

Infant/Toddler Registration and Enrollment

Applications and enrollment are completed throughout the year as it is a year-round program.

COUNTY WIDE HEAD START GOALS

Goal 1:

Increase school readiness by developing the role of parents, students, and staff in implementing effective strategies for classroom organization, instructional support, and emotional support that lead to a high quality learning experiences, both at home and school.

Goal 2:

Use existing services and systems to increase awareness of, and participation in, activities that contribute to family, child, and staff mental wellness.

Goal 3:

Create innovative marketing/recruitment strategies to ensure full enrollment by increasing the community's awareness of the value of early education programs and Head Start comprehensive services.

PROGRAM MONITORING

- Once a year all programs conduct a self-review.
- Once a year SETA (Head Start grantee agency) conducts a review of select Early Head Start and Head Start preschool programs.
- Once every three years, the federal government conducts a formal review of select SETA Head Start programs which may or may not include our program. The program review team may choose to review a program at any time, without prior notice.
- Once every four years, the State reviews select state-funded programs using the Consolidated Program Monitoring (CPM) tool. Sites and children's files are selected at random.
- On-going and quarterly reviews of classroom compliance with environments, record keeping, curriculum implementation, interactions with adults and children, and review of randomly selected children's files will be conducted by our department's support staff.

SAFETY AND SUPERVISION

TREATMENT OF CHILDREN

California Department of Social Services: COMMUNITY CARE LICENSING DIVISION

§ 89372. Personal Rights.

- (a) Child Care Centers. Each child receiving services from a Child Care Center shall have rights which include, but are not limited to, the following:
- (1) To be accorded dignity in his/her personal relationships with staff and other persons.
 - (2) To be accorded safe, healthful and comfortable accommodations, furnishings and equipment to meet his/her needs.
 - (3) To be free from corporal or unusual punishment, infliction of pain, humiliation, intimidation, ridicule, coercion, threat, mental abuse, or other actions of a punitive nature, including but not limited to: interference with daily living functions, including eating, sleeping, or toileting; or withholding of shelter, clothing, medication or aids to physical functioning.
 - (4) To be informed, and to have his/her authorized representative, if any, informed by the licensee of the provisions of law regarding complaints including, but not limited to, the address and telephone number of the complaint receiving unit of the licensing agency and of information regarding confidentiality.
 - (5) To be free to attend religious services or activities of his/her choice and to have visits from the spiritual advisor of his/her choice. Attendance at religious services, either in or outside the facility, shall be on a completely voluntary basis. In Child Care Centers, decisions concerning attendance at religious services or visits from spiritual advisors shall be made by the parent(s), or guardian(s) of the child.
 - (6) Not to be locked in any room, building, or facility premises by day or night.
 - (7) Not to be placed in any restraining device, except a supportive restraint approved in advance by the licensing agency.

Head Start Policy & Regulations

1302.90 Personnel policies

(c) *Standards of conduct*

- (1) A program must ensure all staff, consultants, contractors, and volunteers abide by the program's standards of conduct that:
 - (i) Ensure staff, consultants, contractors, and volunteers implement positive strategies to support children's well being and prevent and address challenging behavior;
 - (ii) Ensure staff, consultants, contractors, and volunteers do not maltreat or endanger the health or safety of children, including, at a minimum, that staff must not:
 - (A) Use corporal punishment;
 - (B) Use isolation to discipline a child;
 - (C) Bind or tie a child to restrict movement or tape a child's mouth; (D) Use or withhold food as a punishment or reward;
 - (E) Use toilet learning/training methods that punish, demean, or humiliate a child;
 - (F) Use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child;

- (G) Physically abuse a child;
- (H) Use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child's family; or,
- (I) Use physical activity or outdoor time as a punishment or reward;
- (iii) Ensure staff, consultants, contractors, and volunteers respect and promote the unique identity of each child and family and do not stereotype on any basis, including gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition;
- (iv) Require staff, consultants, contractors, and volunteers to comply with program confidentiality policies concerning personally identifiable information about children, families, and other staff members in accordance with subpart C of part 1303 of this chapter and applicable federal, state, local, and tribal laws; and,
- (v) Ensure no child is left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care.

SAFETY AND SUPERVISION PROCEDURES

General Supervision

It is imperative that the supervision, health, and safety of the children are of the utmost importance. No child will be left alone or unsupervised while under staff care. Visual supervision of all children will be maintained at all times. Teacher-child ratios must be met at all times. Each child will be accounted for upon leaving from and returning to the classroom.

Each classroom will designate a gathering location, both inside and outside, where staff will conduct a final head count to ensure that all children are with the large group and no child is left unattended.

Procedures:

- Maintain accurate count of students and staff on Supervision Whiteboard. Take head counts continuously throughout the day- be aware of the number of children in your care at all times.
- Monitor children closely and actively at all times.
- Visually supervise children while in bathrooms including when children wash their hands and brush their teeth.
- Make sure doors and gates remain securely closed at all times.
- Only adults open the door for any reason.
- No door propping
- Adult conversation should be centered on child related topics rather than personal matters.
- Arrange classroom and outdoor activities to ensure visibility is maximized.
- Position yourself strategically and coordinate with other adults so that no area is left unsupervised.
- Familiarize yourself with exits, areas out of immediate view, and places where children may hide. Know where blind spots are, indoors and outdoors, and supervise those areas more closely.
- Frequently scan the room/area even when working with one child or in a small group.
- Do not position yourself with your back to a group of children.
- Interrupt work with a small group or an individual child to respond when needed to prevent potential problems.
- Adjust supervision for age, ability, and temperament of each individual child.
- Establish classroom and outside specific safety rules that are realistic and easy to follow.
- When adults arrive or leave the classroom including breaks and lunch, follow the following procedures:
 - Count all children
 - Confirm count with sign-in sheet
 - Ask staff for acknowledgement of student count
 - Tell all staff that you are arriving or leaving
 - Acknowledge new number of children and adults with staff
 - Update the Whiteboard
- Greet each adult when they are dropping-off or picking-up children. Confirm the child is signed-in/out on the sign-in sheet.
- Make sure parents, classroom volunteers, and Child Care Attendants are never left alone to supervise the children.

- Be aware of all visitors entering and exiting the room. Ask visitor for their name and purpose of visit. Have visitor sign resource staff log.
- Any support staff (Speech Therapist, etc.) who removes a child from the classroom must sign the child out on the Designated Instructional Services (DIS) Log, and sign him/her in upon return. He/she must verbally alert and notify the classroom staff upon departure and return. Update supervision Whiteboard.
- Be aware that children are more likely to be injured or wander away from the school site when:
 - Adults are engaged in conversations
 - Staff are attending to a child(ren) in need
 - Staff are changing a soiled child
 - Routines are disrupted (picture day, fire drill, on-site visitors, etc.)
 - Children are off-site (field trip, walk, etc.)
 - Children are new to a school site
 - Children live close to the school site
 - Children are tired or hungry
 - During drop-off or pick-up
 - New staff or substitutes who may be less familiar are present
- Be aware of children who may need heightened supervision for any reason
- Be aware of your surrounding environment and potential threats to staff and children's health and safety. Know where potential blind spots are, indoors and outdoors and supervise those areas more closely.
- **Personal cell phones and smart watches may only be used during breaks, lunch and off duty times**
- **Personal cell phone and smart watch use is prohibited at all times while supervising children.**
- Address any supervision concerns you may have with your school site staff and site Coordinator.
- If a child needs to use the bathroom, he/she must be accompanied and supervised by a teacher or qualified staff member. The only people authorized to take children to the bathroom or be left alone with children are qualified staff members. An unauthorized individual (ROP student, child care attendant, classroom volunteer, etc.) left alone with children is a violation of Licensing Regulations and Head Start Policy. *Exception: A parent may be alone with their own child*
- When children leave the classroom, implement the "Steps to SUPERVision" referring to the poster.
 - Stop
 - Unite
 - Perform a sweep
 - Exact count
 - Re-count as children leave the classroom
- When children return to the classroom, implement the "Steps to SUPERVision" referring to the poster.
 - Stop
 - Unite
 - Perform a sweep
 - Exact count/roll call outside
 - Re-count as children enter the classroom

Maintaining Ratios

It is imperative that the supervision, health, and safety of the children are of the utmost importance. No child will be left alone or unsupervised while under staff care. Visual supervision of all children will be maintained at all times. Teacher-child ratios must be met at all times. Each child will be accounted for upon leaving from and returning to the classroom.

Each classroom will designate a gathering location, both inside and outside, where staff will conduct a final head count to ensure that all children are with the large group and no child is left unattended.

Procedures:

Head Start part-day program:

- Maintain 1:10 adult-child ratio

State funded programs (state part-day, wraps and full-days):

- Preschool Classrooms
 - Maintain 1:8 adult -child ratio
- Infant Classrooms
 - Maintain 1:3 adult-child ratio
- Toddler Classrooms
 - Maintain 1:4 adult-child ratio

Adults used in the adult-child ratio must be an employee of the Agency.

Compliance with these ratios shall be determined based on actual attendance.

If a situation occurs that may compromise ratio requirements:

- Immediately notify your Coordinator
- It may be necessary to move children to other classrooms, if staffing allows ratios to be maintained.
- Utilize all available staff members to maintain ratio; this includes support staff
- It may be necessary to limit the number of children in attendance. If this occurs, immediately notify your Coordinator

Classroom Supervision

It is imperative that the supervision, health, and safety of the children are of the utmost importance. No child will be left alone or unsupervised while under staff care. Visual supervision of all children will be maintained at all times. Teacher-child ratios must be met at all times. Each child will be accounted for upon leaving from and returning to the classroom.

Each classroom will designate a gathering location, both inside and outside, where staff will conduct a final head count to ensure that all children are with the large group and no child is left unattended.

Procedures:

- Maintain accurate count of students and staff on Supervision Whiteboard. Take head counts continuously throughout the day- be aware of the number of children in your care at all times.
- Arrange classroom to ensure visibility is maximized.
- Be well prepared with all materials prior to children's arrival.
- Keep children in manageable groups of play.

- Adult conversation should center on child-related topics rather than personal matters.
- Only adults open the door for any reason.
- Familiarize yourself with exits, areas out of immediate view, and places where children may hide. Know where blind spots are, indoors and outdoors, and supervise those areas more closely.
- Greet each adult when they are dropping-off or picking-up children. Confirm the child is signed-in on the sign-in sheet.
- Make sure gates and doors including interior doors (office, closet, etc.) remain securely closed at all times.
- No door propping
- Frequently scan the room even when working with one child or in a small group.
- Nap rooms must have adequate light to allow adequate supervision and facilitate movement from one part of the room to another.
- Before leaving for lunch, break, or any other reason, make sure existing staff know you are leaving and when you are returning. Ask for acknowledgement and ensure teacher-child ratios are maintained. Confirm the head count with other staff before leaving and upon return.
- Before transitioning children from the classroom, staff must gather children in a designated area to ensure an accurate head count and that all children are accounted for.
- Before leaving the classroom, staff must conduct a sweep by checking all areas of the classroom for children including bathrooms, kitchen areas, under and inside of lofts, and any other areas out of immediate view.
- Interrupt work with a small group or an individual child to respond when needed to prevent potential problems.
- When children leave the classroom, implement the “Steps to SUPERVision” referring to the poster.
 - Stop
 - Unite
 - Perform a sweep
 - Exact count
 - Re-count as children leave the classroom
- When children return to the classroom, implement the “Steps to SUPERVision” referring to the poster.
 - Stop
 - Unite
 - Perform a sweep
 - Exact count/roll call outside
 - Re-count as children enter the classroom
- When children from more than one classroom are combined, make sure you are supervising all children, even if they are not in the class to which you are assigned. (Full Day Collaborations)
- Be aware of all visitors entering and exiting the room. Ask visitor for their name and purpose of visit. Have visitor sign resource staff log.

- Any support staff (Speech Therapist, etc.) who removes a child from the classroom must sign the child out on the Designated Instructional Services (DIS) Log, and sign him/her in upon return. He/she must verbally alert and notify the classroom staff upon departure and return. Update Supervision Whiteboard.

General:

- Monitor children closely and actively at all times.
- Visually supervise children while in bathrooms including when children wash their hands and brush their teeth.
- Position yourself strategically and coordinate with other adults so that no area is left unsupervised.
- Do not position yourself with your back to a group of children.
- Interrupt work with a small group or an individual child to respond when needed to prevent potential problems.
- Adjust supervision for age, ability, and temperament of each individual child.
- Establish classroom and outside specific safety rules that are realistic and easy to follow.
- When arriving or leaving the classroom including breaks and lunch, follow the following procedures:
 - Count all children
 - Confirm count with sign-in sheet
 - Ask staff for acknowledgement of student count
 - Tell all staff that you are arriving or leaving
 - Acknowledge new number of children and adults with staff
 - Update the Whiteboard
- Make sure parents, classroom volunteers, and Child Care Attendants are never left alone to supervise the children.
- Be aware of children who may need heightened supervision for any reason
- Be aware of your surrounding environment and potential threats to staff and children's health and safety. Know where potential blind spots are, indoors and outdoors and supervise those areas more closely.
- **Personal cell phones and smart watches may only be used during breaks, lunch and off duty times**
- **Personal cell phone and smart watch use is prohibited at all times while supervising children.**
- Address any supervision concerns you may have with your school site staff and site Coordinator.
- If a child needs to use the bathroom, he/she must be accompanied and supervised by a teacher or qualified staff member. The only people authorized to take children to the bathroom or be left alone with children are qualified staff members. An unauthorized individual (ROP student, child care attendant, classroom volunteer, etc.) left alone with children is a violation of Licensing Regulations and Head Start Policy. *Exception: A parent may be alone with their own child*

Bathroom Supervision

It is imperative that the supervision, health, and safety of the children are of the utmost importance. No child will be left alone or unsupervised while under staff care. Visual supervision of all children will be maintained at all times. Teacher-child ratios must be met at all times. Each child will be accounted for upon leaving from and returning to the classroom.

Procedures:

- Qualified staff shall position themselves so that they may maintain visual supervision of all areas of the bathroom while in use by children.
- Doors leading to the bathrooms must remain closed when not in use.
- When taking children to the bathroom, make sure existing staff know you are supervising the bathroom and how many children you have with you.
- When changing a soiled child or when a child needs 1:1 assistance, be aware that other children are more likely to be injured or wander away. Communicate with other staff to ensure whole group supervision.
- Staff must keep an eye on children while using the toilet to ensure that toilet paper is used, hands are washed, and children flush toilets and throw away debris in appropriate receptacles before exiting the bathroom.
- Staff will take action when children are using the toileting area inappropriately (such as, but not limited to, splashing water, unrolling toilet paper, playing or rough housing).
- Barriers or dividers must not impede staff's ability to visually supervise children.

General:

- Be aware of children who may need heightened supervision for any reason
- Address any supervision concerns you may have with your school site staff and site Coordinator.
- If a child needs to use the bathroom, he/she must be accompanied and supervised by a teacher or qualified staff member. The only people authorized to take children to the bathroom or be left alone with children are qualified staff members. An unauthorized individual (ROP student, child care attendant, classroom volunteer, etc.) left alone with children is a violation of Licensing Regulations and Head Start Policy. *Exception: A parent may be alone with their own child*
- Make sure doors and gates remain securely closed at all times.
- No door propping
- **Personal cell phones and smart watches may only be used during breaks, lunch and off duty times**
- **Personal cell phone and smart watch use is prohibited at all times while supervising children.**

Transitions

It is imperative that the supervision, health, and safety of the children are of the utmost importance. No child will be left alone or unsupervised while under staff care. Visual supervision of all children will be maintained at all times. Teacher-child ratios must be met at all times. Each child will be accounted for upon leaving from and returning to the classroom.

Each classroom will designate a gathering location, both inside and outside, where staff will conduct a final head count to ensure that all children are with the large group and no child is left unattended.

Procedures:

- When arriving in a classroom, count all children and confirm with the sign-in sheet and Supervision Whiteboard.
- Head counts are to be conducted every time a transition occurs that requires children leaving and re-entering the classroom during the hours of operation. Be aware of the number of children in your care at all times.
- Before exiting the classroom, staff must gather children in a designated area to ensure an accurate head count and that all children are accounted for.
- Before leaving the classroom, staff must check all areas and conduct a sweep of the classroom for children including bathrooms, kitchen areas, under and inside of lofts, and any other areas out of immediate view.
- When children leave the classroom, implement the “Steps to SUPERVision” referring to the poster.
 - Stop
 - Unite
 - Perform a sweep
 - Exact count
 - Re-count as children leave the classroom
- When children return to the classroom, implement the “Steps to SUPERVision” referring to the poster.
 - Stop
 - Unite
 - Perform a sweep
 - Exact count/roll call outside
 - Re-count as children enter the classroom
- Children will have an adult with them when a door is being opened for any circumstances.
- Only adults may open doors.
- Before returning to the classroom, each classroom must gather children in a designated area to ensure an accurate head count before entering the classroom and that all children are accounted for.
- Before re-entering from outside, staff must check all areas and conduct a sweep of the playground for children including under and inside the climbing structures, inside climbing tunnels, along fences and any other areas out of immediate view.
- When children from more than one group/classroom are combined (Full Day Collaborations)
- Count children in your own group and confirm with the sign-in sheet.
 - Verbally confirm the number of children present with staff responsible for the other group.
 - Take a head count of total number of children in combined group.
 - Update Supervision Whiteboard with new number of children and adults

General:

- Be aware of children who may need heightened supervision for any reason.
- Address any supervision concerns you may have with your co-teachers and coordinator
- Make sure doors or gates remain securely closed at all times
- No door propping
- Make sure parents, classroom volunteers, and Child Care Attendants are never left alone to supervise children
- **Personal cell phones and smart watches can only be used during breaks, lunch, and off duty time**
- **Personal cell phone and smart watch use is prohibited at all times while supervising children**
- Never send children into the classroom or bathroom alone
- Be aware of your surrounding environment and potential threats to staff and children's health and safety
- Adjust transition for age, ability, and temperament of each individual child

Outdoor Supervision

It is imperative that the supervision, health, and safety of the children are of the utmost importance. No child will be left alone or unsupervised while under staff care. Visual supervision of all children will be maintained at all times. Teacher-child ratios must be met at all times. Each child will be accounted for upon leaving from and returning to the classroom.

Each classroom will designate a gathering location, both inside and outside, where staff will conduct a final head count to ensure that all children are with the large group and no child is left unattended.

Procedures:

- Make sure all gates are secure before children go outside.
- Take Supervision Whiteboard outside and maintain accurate counts at all times.
- Familiarize yourself with exits from playgrounds and places children may hide.
- Remove broken toys and equipment that may cause injury.
- Remove trash from children's play area before going outside.
- Sweep sand and/or fibar off walking and running surfaces or stairs.
- Plan ahead in order to limit the need to return to the classroom. Take all needed materials with you (first-aid kit, music, activity supplies, etc.)
- Have drinking water accessible outdoors. If a water fountain is not available, take out a pitcher of water and paper cups.
- Establish classroom and outside specific safety rules that are realistic and easy to follow.
- When children leave the classroom, implement the "Steps to SUPERVision" referring to the poster.
 - Stop
 - Unite
 - Perform a sweep

- Exact count
- Re-count as children leave the classroom
- Stand where all children can be seen and coordinate with other adults so that you are supervising the entire playground. Move close to areas where children are playing.
- Assign adults to critical playground zones – climbing structure, sand box, wheel toys, water tables, etc.
- Staff must not gather in one area.
- Adults on the playground should be observing, interacting, and facilitating safe play with children.
- Keep children in manageable groups of play.
- Monitor playgrounds closely and actively, moving and not sitting.
- Move around and remain close to areas where children are playing.
- No play activities should be located in fall zones of playground structures and equipment.
- Limit the number of children on climbing or play equipment where having too many children could increase risk of pushing and falling.
- Enforce slide safety rules: Children use slides one at a time, sitting down, facing forward.
- Children do not stand up while using the slide or climb up the slide. Children should not be allowed to carry toys while using the play structure.
- Different types of activities should be positioned to avoid safety problems; for example, wheel toy areas are separate from walking pathways or other activities.
- Keep trikes on trails or in designated areas.
- Tie children's shoes so falls are less likely to occur.
- Never send children into the classroom or bathroom alone.
- If you must leave the playground for any reason, you must maintain ratios by having an appropriate number of children accompany you to ensure ratios are maintained.
- If a child needs to use the bathroom, he/she must be accompanied and supervised by a teacher or qualified staff member. The only people authorized to take children to the bathroom or be left alone with children are qualified staff members. An unauthorized individual (ROP student, child care attendant, classroom volunteer, etc.) left alone with children is a violation of Licensing Regulations and Head Start Policy. *Exception: A parent may be alone with their own child.*
- Communicate to all staff that you are leaving and the number of students taken. Update Supervision Whiteboard.
- Communicate to all staff when you have returned. Update Supervision Whiteboard.
- Upon arrival and departure when children are outside, acknowledge parents when dropping-off and picking-up and update supervision Whiteboard.
- Drop-offs and pick-ups cannot happen during transitions.
- Before returning to the classroom, follow the Steps to SUPERVision.
 - Stop
 - Unite
 - Perform a sweep
 - Exact count/roll call outside
 - Re-count as children enter the classroom

General:

- Maintain accurate count of students and staff on Supervision Whiteboard. Take head counts continuously throughout the day- be aware of the number of children in your care at all times.
- Monitor children closely and actively at all times.
- Make sure doors and gates remain securely closed at all times.
- No door propping
- Adult conversation should be centered on child related topics rather than personal matters.
- Arrange activities to ensure visibility is maximized.
- Position yourself strategically and coordinate with other adults so that no area is left unsupervised.
- Familiarize yourself with exits, areas out of immediate view, and places where children may hide. Know where blind spots are, indoors and outdoors, and supervise those areas more closely.
- Frequently scan the room even when working with one child or in a small group.
- Do not position yourself with your back to a group of children.
- Interrupt work with a small group or an individual child to respond when needed to prevent potential problems.
- Adjust supervision for age, ability, and temperament of each individual child.
- Establish classroom and outside specific safety rules that are realistic and easy to follow.
- Be aware of children who may need heightened supervision for any reason
- Be aware of your surrounding environment and potential threats to staff and children's health and safety. Know where potential blind spots are, indoors and outdoors and supervise those areas more closely.
- **Personal cell phones and smart watches may only be used during breaks, lunch and off duty times**
- **Personal cell phone and smart watch use is prohibited at all times while supervising children.**
- Address any supervision concerns you may have with your school site staff and site Coordinator.

BEHAVIOR MANAGEMENT

Discipline Practices that are prohibited per Head Start Performance Standards 1302.90 and Child Care Centers Licensing 613A include:

- Use of isolation
- Use of food as punishment or reward
- Use of corporal punishment
- Use of emotional or physical abuse
- Use of humiliation
- Denial of basic needs

STAFF INTERACTIONS WITH STUDENTS

Staff members are prohibited from speaking to minors in a way that is harsh, threatening, intimidating, shaming, derogatory, demeaning, or humiliating. All staff and volunteers are expected to refrain from swearing in the presence of minors.

Staff members must not touch or embrace a minor in ways that are not acceptable or that are uncomfortable to the child. This includes physical games, such as wrestling or tickling.

Sending a Child Home

Children are not to be sent home without consulting a coordinator unless there is an emergency, accident or illness. Never hesitate to seek assistance from support staff. Working with another person to share concerns, ideas, and strategies about a child benefits everyone.

PROACTIVE DISCIPLINE

The following are proactive discipline practices based on the SCUSD School Board approved social emotional program – The Incredible Years and information from the West Ed – Teaching Pyramid Framework, which promotes the social emotional competence of young children. The following practices will help ensure that all preschool children are treated respectfully and positively. Furthermore, these interactions will facilitate children’s acquisition of the necessary prosocial skills that will ultimately lead to productive citizenship. Child Development staff is expected to utilize the following practices in working with their preschool students.

1. **Establish a nurturing and responsive relationship** with each child through a warm greeting, individual attention and involvement, play time, assisting with problem solving, reflective listening and talking and descriptive commenting. A positive relationship should be established with each parent as soon as possible, and their child’s positive behavior should be highlighted as early as possible. In addition, when behavioral issues arise, parents should be included in the plans to address the behavioral concerns.
2. Consider the social-emotional climate as well as the physical environment with the child in mind to determine if it is supportive. As early as possible in the school year, **establish clear and consistent expectations** and classroom structure. The “Incredible Year’s” social skills and problem solving program Unit 1, on the topic of School Rules, will assist with this process.
3. **Teach Social Emotional Strategies** such as friendship skills, emotional literacy, managing strong emotions, problem solving, and conflict resolution. **Encourage and motivate these prosocial skills with positive descriptive acknowledgment (PDA)**, individual and group rewards, incentive charts, and celebrations.
4. When a child begins to misbehave, **use strategies such as the STAR approach (STop, Acknowledge, Redirect)**, problem solving methods, non-verbal cues, positive verbal redirection, distraction, re-engagement strategies, and ignoring certain misbehavior (e.g., whining, some tantrums, etc.)
5. **If a child does not respond to strategies listed in steps 1-4, remind the child of the expected behavior and if needed, guide the child to perform the expected behavior and provide appropriate options such as child choice, first-then, etc.**
6. If a child is still having difficulty self-regulating, one option is for the staff to accompany the child to a calming location. This area should include materials such as a feelings chart, a relaxation/feelings thermometer, play dough, markers and papers, stuffed animals, scripted stories, etc. **This practice is different from “Time Out” strategies which usually require isolation of the child and removal of all toys and objects.**

The “calming strategy” technique can interrupt a downward spiral of frustration. It can be instrumental in relaxing the child and allowing the child to regain self-control, and it can be effective in providing the direction and support needed for the child to re-enter and more successfully participate in a group activity. The approach can help children feel safer in their environment and provides opportunities for the child to learn and practice more appropriate ways of interacting with adults and other children.

The following are indications that calm down time is not working or the **inappropriate usage of the calming strategy** and may be creating problems and a negative atmosphere in the classroom:

- Teachers are threatening children with the “calming area” if they do not behave.
 - The calming strategy is used for mildly aggressive behaviors which can be addressed more effectively by teaching prosocial skills and problem solving.
 - Certain children are repeatedly in calm down time, day after day, for long periods of time. **(If the challenging behavior continues to persist, a new behavior support plan should be developed. Some children with persistent challenging behavior may require mental health consultation, additional assessment and support services to fully address their needs.)**
 - The calming strategy is used as the only approach to dealing with problem behaviors, rather than as a strategy used with many other classroom management strategies (e.g. praise, ignoring, redirection).
 - Teachers engage in a physical struggle to guide the child to a calming area or hold the child in the calming area.
7. If steps 1-6 do not resolve the challenging behavior, refer to *Steps for Addressing Children with Challenging Behavior Flow Chart*.

PROCEDURES FOR WORKING WITH PARENTS ON ASSISTING CHILDREN WITH BEHAVIOR CONCERNS

Guidance: Head Start Performance Standards 1304.24

Involve the parent in the problem-solving process very early. Assure the parent that the goal is to work together for the **child’s success**. Set a date and time that is agreeable to meet with the parent. Make sure the parent understands what will be occurring.

1. First Parent Meeting: (This meeting should incorporate Steps 1 to 6 of the Child Discipline policy).
 - Share the child’s strengths.
 - Gather information from parents about child.
 - Share your observations about the child.
 - Allow parent time to respond to your comments, ask questions, and express his/her view.
 - Develop a plan with the parent to change the behavior. Remember work on changing one behavior at a time. Provide a copy of the plan to parent.
 - Set a date to meet with parent again to discuss progress.
 - Communicate with parent each day when possible.
 - Document the entire meeting on the **Child’s Behavior Goal Plan** form. This form is available on the Child Development Department’s web page.
2. Second Parent Meeting:
 - Discuss the child’s progress.
 - Share what worked well, what can be changed or enhanced.
 - Allow the parent time to share, reflect, and suggest.
 - If necessary, create a new plan or adjust previous plan.
 - Set timelines.
 - Schedule another conference date.
 - Document the agreed upon plan and date to meet if necessary.
 - Provide parent with a copy of the plan.

STUDENT SUCCESS TEAM (SST)

A Student Success Team meeting may be called after attempted interventions and accommodations have not been successful in assisting a child who continues to present unusual or difficult behavior(s) in the classroom. The social worker or other appropriate support staff will complete the ***Student Success Team*** form and will distribute copies to those present at the meeting.

A Student Success Team may consist of:

- Classroom teacher
- Child's parent/guardian
- Specialists
- Resource teacher
- Social workers
- Nurses
- Coordinator
- Site principal
- Any other party who may have helpful input

At this meeting parents and educators work collaboratively to identify and implement behavior standards and interventions. Interventions may include:

- Classroom accommodations
- Daily schedule accommodations
- Transition accommodations
- Recommendations for child and/or family counseling
- Adjustment of hours or days of attendance to meet the child's ability to comply with safety & security requirements
- If, after appropriate interventions have been identified and efforts have been made to implement them, the child is still not able to respond to adult interventions, the parent or designated adult may be called to pick up the child after the teacher has consulted with the coordinator.

Classroom expectations are intended to protect the rights of all students and to promote a safe learning environment. The behavior of the child must not interfere with his/her safety and security or that of the other children and adults in the classroom.

EDUCATION

PROGRAM MONITORING

Our department is funded by a variety of sources which have their own mandates and expectations for each program. These programs are monitored and/or reviewed by one or more of the following systems:

- FPM – Federal Program Monitoring
- CDE – Yearly Self-Assessment
- OHSMP – Office of Head Start Monitoring Protocol
- SETA – Monitoring for Compliance and Quality Improvement (MCQI)
- CLASS – Classroom Assessment Scoring System for preschool
- ECERS – Early Childhood Environment Rating Scale
- ITERS – Infant/Toddler Environment Rating Scale
- SACERS – School Age Centers Environmental Ratings Scales

Additionally, we strive to meet the expectations of:

- Sacramento City Unified School District Board of Education
- The California Preschool Learning foundations and Framework
- The California Infant/Toddler Learning and Development Foundations
- Head Start Performance Standards
- Head Start and State Policy Committees (PC and PAC)

CURRICULUM

It is important that preschool teachers possess a firm understanding of child development and developmentally appropriate practices in order to prepare children for kindergarten. The Child Development Department uses a blend of educational materials and approaches to assure that the overall needs of children are met. These are:

- The ***Creative Curriculum*** is a comprehensive curriculum that provides a blueprint for planning and implementing developmentally appropriate instructional lessons covering the areas of Literacy, Mathematics, Science, Social Studies, the Arts, Technology and integrating interest based areas.
- ***Balanced Literacy*** approach is to deliver a balance between both whole language and phonics. The strongest elements of each are incorporated into a literacy program that aims to guide students toward proficient and lifelong reading. The components of a 'balanced literacy' approach are as follows: The read aloud, guided reading, shared reading, interactive writing, and shared writing, Reading Workshop, Writing Workshop and word study.
- ***The Teaching Pyramid*** is focused on promoting the social emotional development and school readiness of young children birth to age 5.
- ***I Am Learning, I Am Moving*** program addresses the health, nutritional, and physical development of our students.
- ***The Big Book Math*** program is designed to guide children's development of early math skills.
- ***Hawaii Early Learning Profile (HELP)*** is a widely-used, family-centered curriculum-based assessment for use by professionals working with infants, toddlers, and young children, and their families. HELP is not standardized; it is used for identifying needs, tracking growth and development, and planning "next steps" for families. This tool is used in our home-base and combination option programs.

SOCIAL-EMOTIONAL CURRICULUM

The Teaching Pyramid Framework promotes emotional, social, and academic competence in children. Through guided activities, and the teacher's use of praise and encouragement, the units will:

- Increase children's understanding of feelings
- Increase children's social skills
- Increase children's conflict management skills.
- Increase academic engagement, school readiness, and cooperation with teachers.
- Reduce, and treat aggression and related conduct problems in young children.

Activities that promote social emotional learning are such a part of our daily lives that often we don't recognize them for what they are. In addition to the activities that are planned around a theme, and implemented through **The Teaching Pyramid**, many social emotional activities occur as a result of helping children learn about themselves and learn about being a member of a group. Below are just a few of the many ways you can provide mental health activities in your classroom:

- Read books and sing songs about feelings and emotions.
- Play "How Would You Feel if Someone..." games during group times.
- Discuss how people are the same and how they are different.
- Discuss families and how they are the same and how they are different.
- Provide a variety of skin-tone materials in the art area.
- Display an "All About Me" board in the classroom, let every child have the opportunity to be a "star."
- Post pictures depicting different emotions.
- Provide spaces in the classroom where children can be "alone." Talk about how these spaces should be used and how they can help a child feel better.
- Teach calming strategies such as counting when you are upset and/or breathing slowly to calm your body and mind.
- Play matching, lotto, and board games about feelings.
- Have children draw to music, dance to music with scarves, etc.
- Use puppets or dolls to role play various scenarios that depict emotions and how to express them.
- Play games such as, "If Your Happy and You Know It...."

CREATIVE CURRICULUM

The **Creative Curriculum** is a comprehensive curriculum that provides a blueprint for planning and implementing developmentally appropriate instructional lessons covering the areas of Literacy, Mathematics, Science, Social Studies, the Arts, Technology and integrating interest based areas. Each preschool classroom is provided with The Creative Curriculum for Preschool, Fifth Edition. The Five (5) Volume Set includes the following:

Creative Curriculum for Preschool (Fifth Edition)

Volume 1: The Foundation Volume 2: Interest Areas Volume 3: Literacy	Volume 4: Mathematics Volume 5: Objectives for Development and Learning
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Each Early Head Start Classroom is provided the Creative Curriculum Infants, Toddlers and Twos (Third Edition.)

LITERACY

A Balanced Literacy approach delivers a balance between both whole language and phonics. The strongest elements of each are incorporated into a literacy program that aims to guide students toward proficient and lifelong reading and writing. The components of a 'balanced literacy' approach are as follows: The read aloud, guided reading, shared reading, interactive writing, and shared writing, Reading Workshop, Writing Workshop and word study.

Lessons will contain activities such as:

- Phonological and phonemic awareness
 - Listening for sounds
 - Counting words

- Rhythm and rhyme
- Alphabetic knowledge
- Getting ready to read
 - High frequency words
 - Vocabulary development
- Book awareness
- Print awareness
- Developing writing with young children
- Skills across the curriculum
- Strategies for supporting English Language Learners
- Strategies for differentiating lessons to meet needs of individual learners

MATH

The Big Book Math program is use as a complementary tool to **The Creative Curriculum**, designed to guide children’s development of early math skills. The following mathematics components must be integrated in the classroom’s daily small group or math center activities and included in the lesson plan. The following are mathematic components to include:

1. Number and Operations ✓ Counting ✓ Quantity ✓ Comparisons ✓ Order ✓ Numerals ✓ Combining (adding) ✓ Separating (subtracting) ✓ Sharing (dividing)	4. Patterns (Algebra) ✓ Patterns ✓ Change
2. Geometry and Spatial Sense ✓ Shapes ✓ Space ✓ Transformations	5. Data Analysis ✓ Sorting and Classifying ✓ Representing Data ✓ Describing Data
3. Measurements ✓ length ✓ capacity ✓ weight ✓ area ✓ time	

IMIL–Health & Nutrition Unit (Gross Motor)

The “I Am Moving, I Am Learning” curriculum is intended to address childhood obesity in young children. The goal of the curriculum is to improve the quality of physical activity and increase the quantity of time spent in moderate to vigorous physical activity (MVPA).

Goals of the curriculum include:

- At least 60 minutes daily of “structured” physical activity (preschool only)
- Educating adults about making healthy food choices
- Helping children to recognize and choose healthy foods
- Engaging children in higher quality movement activities
- Improvement in movement skills and coordination
- Increase the fitness level of all students
- Reduce number of students with weight concerns

Health & Safety

Opportunities to learn about health and safety are part of a well-balanced curriculum and should be woven throughout your lesson plan. Many of the activities you plan will become life-long habits of the children you serve.

Pedestrian safety is required for each child and parent within the first 30 days of enrollment and is documented on lesson plan and parent meeting minutes.

There are numerous activities that you can use to supplement your current curriculum.

Nutrition Activities

Opportunities for learning about nutrition are present every day in the preschool classroom. In fact, every time a meal is served in the classroom an opportunity exists for learning. Taking advantage of these incidental learning opportunities is vital because our children need to learn early what foods are good for them and, if given a choice, they should eat food that will keep them healthy. This is a lesson that will serve them well beyond their preschool years.

Below are some additional ways to integrate these activities into your curriculum.

- Talk, talk, and talk about the food children are eating during mealtimes. Ask questions to stimulate awareness of color, texture, size and quality.
- Read books about food.
- Sing songs and do finger-plays about foods.
- Display posters of different foods from a variety of cultures.
- Display my plate chart. Introduce it during a group activity and reinforce the concepts during small-group times. Refer to it frequently during mealtimes.
- Have children cut pictures of food from magazines to create their own my plate chart.
- Do charting activities that involve favorite foods and the various attributes of food.
- Conduct taste comparison activities.
- Provide food props in the playhouse areas, including foods from various cultures.
- Conduct cooking activities and discuss the attributes of the ingredients.
- Have parents send in empty cans, cartons, and bottles for children to play with in the playhouse.
- Read the ingredient label on empty cans, cartons, and bottles to the children. Talk about the merits of the various ingredients.
- Set up a grocery store in the classroom. During a small group activity, have the children shop and select items to place on a “my plate” chart.

CLASSROOM ENVIRONMENT

The classroom environment is more than just materials, furniture, and arrangement. A classroom environment also reflects whether or not the classroom’s emotional climate is happy, safe and supportive. It should include a steady source of positive emotional support to each child.

A positive classroom community:

- Presents an enjoyable atmosphere that promotes exploration and the fun of learning
- Allows the child to be an active participant rather than a passive observer
- Has an atmosphere free of undue pressure and stress
- Presents a series of novel challenges that are neither too easy nor too difficult for the child at his or her stage of development
- Allows for social interaction for a significant percentage of activities
- Gives the child a chance to assess the results of his or her efforts and to modify them
- An enriched physical classroom environment reflects:
 - Well-defined activity/learning centers
 - A variety of textures, especially “soft” textures (e.g., large pillows, stuffed animals, baskets, cloth curtains, tablecloths, plants and flowers, pets)
 - Planned “private” spaces (e.g., supervision issue, large empty box, child’s own cubby)
 - Photos of classroom children, families, and artwork from children displayed at their eye level
 - A pleasant “hum,” rather than a disturbing roar; a volume of sound that is not stressful to children and adults
 - Walls, ceilings, and floors that are not visually overwhelming; peaceful spots for the eye to rest

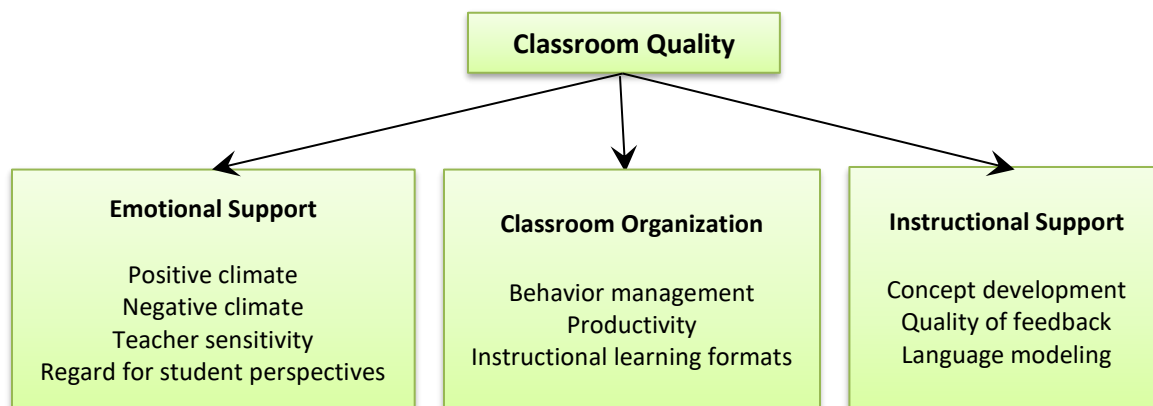
EARLY CHILDHOOD ENVIRONMENT RATING SCALE - Revised (ECERS-R) and INFANT/TODDLER ENVIRONMENT RATING SCALE – Revised Edition (ITERS-R)
SCHOOL AGE CHILDHOOD ENVIRONMENT RATING SCALE (SACERS)

The **ECERS-R**, **ITERS-R** and **SACERS** are the rating tools used to measure the quality over time of the classroom environment. Classrooms are assessed annually.

The **ECERS-R** and **ITERS-R** assess seven broad dimensions of quality:

- Space and furnishings (e.g., room layout, accessibility of resources, display)
- Personal care routines (e.g., welfare requirements such as health & safety and provision for sleeping)
- Language and reasoning/Listening and talking (e.g., supporting children's communication, language and literacy development, critical thinking)
- Activities (e.g., provision of an exciting and accessible learning environment, resources to support specific types of play)
- Interaction (e.g., supervision, support for social interactions)
- Program structure (e.g., opportunities for children to access their own curriculum, planning schedules/routines to meet children's needs)
- Provision for parents and staff (e.g., partnership with parents, staff/parent training and development)

CLASSROOM ASSESSMENT SCORING SYSTEM (CLASS) DOMAINS & DIMENSIONS (preschool only)



CLASSROOM EXPECTATIONS

Guidance: Head Start Performance Standard 1304.21(a)(3)(i)(A-C)

Every classroom needs a few basic expectations to ensure that children are safe both physically and emotionally. When establishing rules for your classroom, keep the following basic principles in mind in relation with CSEFEL Teaching Pyramid expectations.

- Explain the meaning of an expectation.
- Discuss with children on how to apply expectations to the classroom.
- State expectations in positive terms.
- Post expectations in the circle-time area of the classroom.
- Review the expectations often with the children as a group.
- Refer to the expectations with individual children as needed.

Children need to see that it is their social responsibility to follow classroom expectations in order not to infringe on the rights of others. Here is an example of rules that are stated simply and positively:



Program-wide
Classroom Expectations

We are safe.
We are friendly.
We are respectful.

For more information see The Teaching Pyramid.

DAILY SCHEDULE

Guidance: Head Start Performance Standards 1304.21(a)(1)(iv)

The daily schedule provides a framework for the day's events. It must be posted in the classroom for parents and others to view, and must be large enough to be read from across the room. It should reflect a balance between teacher-directed and child-initiated activities, as well as meeting "substantial portion of the day" guidelines in **ECERS-R** and **ITERS-R**.

When followed consistently, the schedule helps children learn to predict the sequence of events and develop a sense of security. A daily schedule should include:

- A balance of active and quiet times
- A balance of adult-directed and child-initiated activities
- Large group activities, small group activities, and time to play alone or with others
- Indoor and outdoor playtimes
- Sufficient blocks of time for children to select their own activities and to play for an extended time
- Accurately reflect the regular daily sequence of activities
- Be posted at child's eye level
- Be reviewed daily with children
- Show icons or pictures to aid children in understanding the sequence of activities
- Be flexible to accommodate changes to the regular routine (e.g., picture day, field trip, school assembly)
- Posting is a Licensing requirement.
- Should meet substantial portion of the day as defined in ECERS pg. 7 and score sheet formula on pg. 12. A "substantial portion of the day" means at least one-third of the time the children are in attendance materials or activities are accessible to children. Children must have a reasonable opportunity to freely reach and have access to materials (indoor and outdoor). See chart below.

Substantial Portion of the Day Calculations Based on program hours	
3 hours	1 hour
3.5 hours	1 hour 10 minutes
6 hours	2 hours
6.5 hours	2 hours 10 minutes
8 hours	2 hours 40 minutes
10 hours	3 hours 20 minutes

When planning your daily schedule, make sure the following blocks of time are reflected (*keep in mind that they do not have to be in this order*):



Schedule (Preschool Sample)

Arrival	10 - 15 minutes (Health check, sign-in)
Daily Lesson Circle	10 - 15 minutes (adjusted to attention level of group)
Small Group	10 - 15 minutes (maximum) (Teacher-directed activities)
Free Choice (Centers)	30-45 minutes (Child-directed, child-initiated free choice)
Outside time	30-45 minutes
Mealtime	30 minutes (minimum) (Hand washing/tooth brushing)

Schedules should meet the ECERS substantial portion of the day requirement.

Wrap must post a Friday shortened day schedule as well.

LESSON PLANS

Weekly lesson plans must be posted with current date and current activities. Instruction must reflect the lesson plans posted. You might have a day when your teaching objectives have been derailed or adjusted to meet the needs of the children, however, in a typical day; teachers are expected to follow their planned lessons. Lesson plans can be written on the department provided format or you may submit your own format to your coordinator's for approval. The Creative Curriculum Volume 1 – The Foundations can help you with some ideas. **A completed copy of the upcoming week's lesson plan is to be faxed or emailed to your manager each Friday.**

Circle Time

Circle time is so much more than discussing the weather and the calendar. If that is the main focus of Circle in your classroom, you are missing the boat on the true potential of this large group time and possibly setting yourself and your preschoolers up for boredom. This is the time to set the entire tone for your day. You may go over the classroom daily scheduled and what children can expect for the day. Children like to hear about what they're about to embark and a teacher can make this a very exciting time – "guess what we're doing today" or "I have something special for you today."

1. Be Prepare and Be Intentional

- Don't be in a position where you need to gather items or find a book while children are waiting.
- Do prepare in advance. Circle activities should be part of your lesson planning, not thrown together each morning.
- Do go over classroom expectations and what children will do for the day.

2. Time Considerations

- Don't allow this or any large group time to go on too long **Circle Time should never exceed 15 minutes.** The average preschooler GROUP attention span at the beginning of the year for a 3 year-olds is 5 minutes and 10 minutes for 4 year olds. Their attention span will become longer throughout the year.
- Do plan activities based on the time frame you know groups can stay focus.

1. Balance Active and Passive Activities

- Don't expect children to sit still, remain totally focused with hands on lap, while you "impart" all of your knowledge upon them.
- Do alternate your activities between passive and active to keep your children engaged throughout Circle.

Active: A get your wiggles out dance. Music and movement activities.

Passive: Going through calendar, daily schedule and weather. Going over letters, number and shapes.

2. Be Predictable Yet Flexible

Predictability is important for preschoolers, it creates a sense of security and what to more or less expect from circle time.

- Don't be a slave to our own expectations of "getting through" everything. Knowing that Circle happens every day is healthy. Knowing that we "always sing our hello song" but it does not need to be stale. The self-induced pressure will make this time miserable for you and the children will know it!
- Do plans on "getting through" what will keep your children engaged and involved. This is also a time for community and sharing. Children also love activities such as the mystery or sound box.

Small Groups (preschool only)

Small-group activities are short (10-15 minutes maximum), adult-directed activities that relate directly to the week's theme or an extension of children's interests. Ideally, you will be able to select four small-group activities that will be rotated throughout the week. The number of adult-directed activities that you select will depend on the number of adults you have in the classroom.

For example, if you only have three adults, you will need to select one small-group activity that does not require adult direction and can "stand alone" (i.e., play dough, collage, listening center, manipulatives, etc.).

A visual aid, such as table signs with different shapes, will help children identify their group and will aid in maintaining a consistent rotation. This rotation pattern will assure that each child is exposed to the activity at least once during the week.

Five-day programs may use Friday as a day to review the week's lessons.

Free Choice Centers/Activity Time (preschool only)

Centers are specific areas within your classroom that are designed to promote various play and discovery—especially during free choice or work time. Ideally, items placed in the areas, or activities planned to occur in these areas, will support the weekly theme—thus providing an integrated learning experience. Ideas can be obtained from the Creative Curriculum 5 volume set, parents, children or other sources.

Centers make time for you to observe children's explorations of the centers, assess children's understanding of the skills and concepts being taught and provide support and encouragement to children who need extra help.

It is recommended that you choose activities that can be explored by one child, or small groups of children.

Adults should be able to circulate freely around the classroom to facilitate play, support social interactions, record observations and in general, assist children in child-initiated activities.

Additional Activities & Objectives

Activities indicated in this section may include field trips, special visitors to the classroom, and activities you observe or participate in at your school-site.

Parent Involvement

Parents should be encouraged to participate in all aspects of their child's education. We want parents to know that, while we have an excellent curriculum to foster their child's education, their input into the curriculum helps personalize the program and provides children with a strong message that parents and teachers work together.

Obtaining Parent Ideas/Input

- Discuss upcoming themes with parents during your classroom parent meetings. Parents' suggestions may be shared at the meeting, or shared with you later, one-on-one.
- Place a sheet of paper near your sign-in/out book and label with the words, "What is the first thing that comes to your mind when you read "Pets"? Use some of the parents' ideas in your lesson plan.
- Post an **"Idea Web"** prominently in your classroom. Post a sign over the web that explains its use and value to the classroom. Indicate the theme in the middle and either leave the rest blank to invite brainstorming ideas, or indicate curriculum areas such as: language, math, science, etc. to assist parents in generating ideas.
- Provide a classroom **Suggestion Box**. Make sure parents know where it is and its purpose.
- Catch parents either upon arrival or at departure. Ask them directly if they have any ideas to support the theme.
- Encourage parents to share information, artifacts or activities that reflect their unique culture and heritage (e.g., food, clothing, ceremonies, and traditions).
- **Homework packets are not a part of the SCUSD's Child Development Department curriculum.**

NAP TIME

Guidance: Title 22, Community Care Licensing Sections 101230, 101239, 101239.1

Preschool children who participate in programs operating 6+ hours are provided a maximum of two hours per day to sleep or rest quietly on their cots without the distraction/disturbance from other activities.

Children who are awake after 30 minutes should be allowed to sit on their mat and engage in a quiet activity.

Children should be allowed to bring "comfort" items from home as long as they don't interfere with the napping of other children.

Infant/toddlers may be on individual sleep schedules.

The following procedures are to be followed:

- A napping space and a cot or mat shall be available for each child.
- Cribs, cots/mats must be marked to indicate child's name.
- Mats must be marked so that the sleeping side can be distinguished from the floor side.
- Cribs, cots/mats must be spaced to allow for easy passage and to ensure that no exit is blocked.
- A cot/mat placement floor plan is to be developed and posted to ensure continuity for the child's placement from one day to the next.
- Sheets must be laundered each week or more frequently if needed and daily for infants.
- Personal blankets must be sent home to be laundered on a weekly basis (more frequently if needed).
- Soiled cots/mats must be cleaned before re-use.
- No child shall be forced to stay awake or to stay in the napping area longer than the normal napping period.
- No child shall be forced to stay awake or to stay in the napping area longer than the normal napping period.
- A qualified staff member may supervise 24 napping preschool children.
- Ratios do not change for infant/toddlers at naptime.
- Nap rooms must have adequate light to facilitate safe movement from one area of the room to another.

- Children may be allowed to bring “comfort toys” to keep with them during naptime..
- Cots need to be sanitized weekly.

SUBSTITUTE BINDER

A Substitute Binder must be prepared with current classroom information and must be available in the event of a classroom teacher’s absence. The binder is intended to provide substitute teachers with emergency information about the classroom, as well as critical health information about the children with whom they will be working. It is the teacher’s responsibility to keep the Substitute Binder current. Substitutes must sign in on the substitute sheet included in the binder.

- The program nurses will provide and maintain the following:
- Health Instructions to Substitute Teacher (green)
- Health Alerts (pink)
- Staff Medication Training (yellow)

These pages, along with any health care plans, are to be placed at the **Front** of each Substitute Binder. For information regarding the Substitute Binder, contact your resource teacher.

ORDERING CLASSROOM MATERIALS

Administration has put processes in place to centralize the ordering/purchasing of classroom consumable supplies and equipment. Details of that process will be updated and available on a yearly basis. Teachers will need to see their designated resource teachers and/or managers for specific information related to the ordering/purchasing of supplies and/or equipment.

TEACHER ACCOUNTABILITY CALENDAR

The **Teacher Accountability Calendar** is provided to teachers at the beginning of the year and is used to track required due dates. It is the teacher’s responsibility to ensure all required due-dates and instructions are followed.

CHILD’S CLASSROOM FILE

Each child enrolled in our programs has a student file that contains all the pertinent information related to the child and his/her participation. The file is to be a “living” document, which clearly describes the needs, developmental achievements, goals and support the program is providing the child and family.

The classroom teacher or home visitor is responsible for each child’s file and must ensure that information is current and filed correctly. Children’s files are confidential and are to be kept in a locked file cabinet. Child Development support staff may have access to children’s files and must sign the ***Classroom Child Record Review Log***. If someone from a public agency requests information from the file, they should be referred to the coordinator. All information about the child is accessible to the parent/guardian upon written request.

CHANGE OF STATUS FORM

A ***Change of Status*** form is to be completed by the classroom teacher (or home visitor) whenever there is a change in the following:

- A child’s or family’s personal information
- The child is transferring to /from another center/classroom/home visitor.
- The child has dropped from the center/classroom/program.

The form, along with supporting attachments, should be sent to the assigned CDS.

SCREENINGS

Guidance: Sections: 1304.20 (b)(1), 1308.6 (a)(1), 1308.6(b)(3) *In collaboration with each child's parent, and within 45 calendar days of the child's entry into the program, agencies must perform or obtain linguistically and age appropriate screening procedures to identify concerns regarding a child's developmental, sensory (visual and auditory), behavioral, motor, language, social, cognitive, perceptual, and emotional skills. To the greatest extent possible, these screening procedures must be sensitive to the child's cultural background, all children enrolled in Head Start are screened as the first step in the assessment process.*

Upon a child's enrollment, the parent/guardian signs a "**Parent/Guardian Consent Form**" which provides written consent for the Child Development staff to administer screenings in the areas of cognitive development, behavior, hearing, vision, motor, language, and social/emotional development. If a parent/guardian refuses to give consent for specific screenings, those screenings **will not be administered** to their child. Documentation of the refusal will be noted in the child's file.

Within 45 days of a child's entry, the teaching staff will administer the following screenings:

- **Preschool and Infant/Toddler**
 - **Ages & Stages Questionnaires® ASQ-3**
 - **Ages & Stages Questionnaires® Social-Emotional ASQ-SE** (Screeners should be administered between 30 days and when staff is sufficiently familiar with the child, but prior to 45 days)
- **For rescreening only**
 - **Brigance® Preschool Screen** (*developmental screening tool*)
 - **Brigance® "Expanded" Speech/Language Screen**

If a child does not pass a screener, a re-screen must be completed within a maximum of forty-five (45) days of the initial screen. See Screening for SPECIAL NEEDS for directions to follow when a child does not pass the Speech/Language Screener. See MENTAL HEALTH & FAMILY COMMUNITY PARTNERSHIP SERVICES section when a child does not pass the social emotional/behavioral screener.

Health Screenings

Within 45 days of a child's entry, the following health screenings need to be administered:

- Hearing
- Vision
- Blood pressure when appropriate

In preschool the program nurse will administer the screenings. In the infant/toddler option staff complete an **Observation** form with the parent(s) regarding the child.

Education Accountability Record (EAR) – State Preschool Programs Only

The **Education Accountability Record (EAR)** is a long form provided to teachers at the beginning of the year and is used to track required screeners, assessments, home visits/parent conferences and family partnership documents. It is the teacher's responsibility to ensure all required elements accurate and complete. The EAR must be submitted to your assigned Resource Teacher no later than the 25th of every month. The following are included in the EAR:

45-Day Screeners:

Preschool and Early Head Start:

- Height & Weight
- IEP or IFSP date (if applicable)
- Ages & Stages Questionnaire-3
- Ages & Stages Questionnaire – Social Emotional ASQ-SE

60-Day Assessments:

- DRDP
- Parent Conference – Individual Development Plans

Notification of Screening Results (preschool only)

Teachers are to use the “**Notification of Screening Results**” form to notify parents of their child’s screening results. Results will fall into three categories, “PASS,” “RESCREEN” or “REFER.” The comment section should contain a brief explanation of how the child performed (e.g., “Did great!” or “Unable to screen today, will rescreen in 45 days”) or information about the next steps if the child falls into the “REFER” category (e.g., “Needs to be referred for speech – Let’s talk”).

Remember: This information is for the child’s parent/guardian only and is considered confidential. Please ensure that it is delivered in a way that will protect the child’s right to confidentiality.

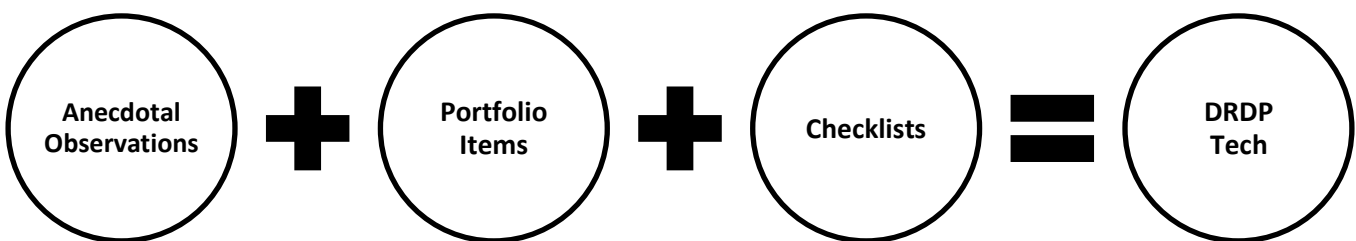
ASSESSMENT

Guidance: Section 1304.21

The “**DRDP 2015 Assessment Tool**” is used to assess the progress of children over time by Head Start, State, Full Day, and Early Head Start center-based options. Opportunities for teacher training will be provided on an as-needed basis throughout the year by your resource teacher. Be sure to check the **Child Development Teacher Accountability** Calendar for assessment periods and due dates.

Assessment is an ongoing process and drives the individualization for each child. Information from your assessments is also included in each child’s “**Individualized Development Plan (IDP)**” for Head Start, Early Head Start and Full Day options, and the “**Desired Results Summary Report**” for State part-day programs.

- **STEP 1** – Begin gathering anecdotal observations and portfolio items immediately after child begins class. Check the DRDP Resource/Website: www.wested.org/desiredresults/training/resource for ideas on developing checklists to easily record observations.
- **STEP 2** – Using information from observations, portfolios, and checklists, complete a DRDP Assessment Booklet for each child enrolled in your class within the first 60 days of entry. Check the Education Accountability Calendar for scantron due dates.
- **STEP 3** – Input information from each child’s DRDP Assessment Booklet to DRDP Tech. Information from the data sheet will be used to generate a classroom profile that will be returned to you for use in curriculum planning and individualizing. It is imperative that you adhere to timelines and that your entries be complete and accurate. Check the “**Education Accountability Calendar**” for due dates.



The **Hawaii Early Learning Profile (HELP)** is used as both a curriculum and assessment tool in our Home-based options. It includes hundreds of developmental skills and behaviors that provide a comprehensive framework for ongoing assessment, planning, and tracking progress.

Assessment is an ongoing process and drives the individualization for each child. Information from your assessments is also included in each child’s **Individualized Development Plan (IDP)**.

HOME VISITS AND PARENT/TEACHER CONFERENCES

Individual Development Plan – IDP Process

*Head Start 4 Times per year (Wrap, Head Start Part-Day, and Full-Day Collaboration Programs)
State Part- Day 2 Times per year*

The term “Individual Development Plan” refers to a process rather than a single form. The IDP process provides a system that allows parents and teachers to work together to develop an individualized educational approach for the child both at home and at school. Teachers are required to conduct two home visits and two parent conferences with each family. Our IDP process consists of the following components:

- 1) **IDP – Orientation form**
Completed during orientation or 1st home visit
- 2) **IDP - print out from Data Technician**
- 3) **IDP - Update (Infant/Toddler only)**
Completed in August for continuing students or when a child is transferred within the Infant/Toddler option.
- 4) **“IDP – END-OF-THE-YEAR SUMMARY” form for Preschool Children**
– or –
“IDP – END-OF-THE-YEAR SUMMARY” form for Kinder-bound Children
Completed at the end of the year during a parent/teacher conference

1st Contact = Home Visit

The “**Individual Development Plan – Orientation**” is the form that you will use to document your first parent/teacher home visit or conference, sometimes done during enrollment with a home visitor. During this first contact, be sure to gather information from the parent regarding the child’s strengths, special interests, needs and parent expectations. Use this information, along with screening results, classroom observations, and existing IEP goals (if applicable) to begin individualizing for the child. If the child has transferred to your roster, or is a continuing child, be sure to review previous screenings, assessments and IDPs.

Remember: Have the parent sign and date the IDP Orientation or the Home Visiting Verification Form. At this meeting, the parent will receive a copy of the form. The original is placed in the child’s file.

2nd Contact = Classroom Conference

The “**IDP**” is the form you will use to document your subsequent parent/teacher meeting. Within 60 days of the child’s entry, you will complete the child’s first assessment. You will summarize the child’s assessment results and work with the parent to complete the IDP, choosing at least one item from each category. If the child has an IEP, including progress toward existing goals. For preschool center-based, begin to schedule your home visits (if you did not conduct a home visit during orientation), or classroom parent/teacher conference.

3rd Contact = Home Visit and completion of the Individualized Development Plan

The **END OF THE YEAR SUMMARY – PRESCHOOL** form is to be used for children who will continue in preschool for another year. It provides parents with a summary of their child’s overall progress throughout the school year and indicates specific activities that the child can do during the break that target his or her specific needs/strengths. Parents are also provided with an opportunity to comment on their observations of their child’s progress.

The right-hand side of the form provides “Recommendations for Summer Activities” and includes ideas and activities for parents to share with their child at home.

4th Contact = Classroom Conference and completion of the Individualized Development Plan

The “**END-OF-THE-YEAR SUMMARY – K-BOUND**” form is to be used for children who will be going to kindergarten the following year. It is to be completed at the end of the year and provides parents with a summary of their child’s overall progress throughout the school year and indicates specific activities that the child can do during the break that target his or her specific needs. Parents are also provided with an opportunity to comment on their observations of their child’s progress. The right-hand side of the form provides “Recommendations for Transitioning to Kindergarten” and includes ideas and activities that will assist parents in assuring a smooth transition for their child from preschool to kindergarten.

Remember: Have the parent sign and date this form after this fourth and final contact. At this meeting, the parent receives a copy of the form.

Individualizing in the Classroom

Individualization for a child is indicated on the **Lesson Plan/Classroom Observation and Planning Record** (Infant/Toddler) by writing a child’s pre-assigned number in the box related to what you are focusing on for that child. Assigning a child a number, instead of using a name or initial, helps to assure confidentiality. Refer to the “**DRDP Classroom Planning Records for Individualization**” to assist in planning an activity that focuses on individual needs.

Activities selected may be for English Language Learners (such as pre-reading a story in their home language, reviewing concepts in home language) and/or children with special needs (such as adapting materials and activities that allow each child to be as independent as possible and to meaningfully participate in the classroom activities).

You individualize for specific children by:

- Planning specific activities from a child’s IDP or Desired Results Summary, which will reflect information from screening results, observations, and assessment results
- Including and adapting activities and interactions to support a child’s SST goals or IEP/IFSP goals
- Supporting a specific child with social/emotional and/or behavioral challenges by modifying teaching strategies, providing additional support or re-arranging the classroom environment
- You individualize for groups of children by:
- Screening, observing and assessing all children
- Adapting to the specific characteristics of your class, i.e., a very young group, very busy or quiet group, the number of English language learners, etc.
- Having staff that speaks the languages of the children either in the classroom or using teacher aide bilinguals (TABs) when necessary
- Including environmental, social, emotional and cognitive adaptations or activities for groups of children identified by the DRDP graphs
- Planning activities that support several children’s IDP, Desired Results Summary, SST or and/or IEP/IFSP goals

Documenting the many ways you individualize for children on your lesson plan can be challenging and it is neither realistic, nor expected that you document individualized activities for every child, every week. (Please discuss specific strategies for individualization with your resource teacher).

Home-Based Home Visit Plans

For home visitors, your lesson plans are recorded on the **Home Visit Plan**. You can individualize for each student as you take materials/lessons to each family’s home.

TRANSITIONS

Guidance: Head Start Performance Standards 1304.40(h)(1) – (4) Transitions for young children are those activities that support the principle of continuity for them as they move from one stage in their lives to another.

Transitions throughout the school day:

Transitions are a part of the daily routine. They are those in-between times when transitions occur that are usually not reflected on the daily schedule. Transitions can be set up in ways that improve classroom management, decrease discipline problems and create learning opportunities for children moving from one activity to the next.

The following are ideas on how to make transitions easier for everyone:

- **Optimize teaching** – Use transition times as an opportunity to teach. Have a bag of tricks that include playing quick games, finger plays, songs, or asking questions, such as: “How many boys/girls are in line? What shapes do you see around you? What letter does your name begin with? What colors do you see in the room? What do you hear?” You can also use this time to review: Alphabet Sound Cards, Alphabet Letter Recognition Cards, High-Frequency Word Flash Cards and/or Rebus Picture Cards.
- **Eliminate unnecessary transitions** – Schedule large blocks of time that minimize the number of times children engage in transitions. (See ECERS-R for schedule ideas).
- **Avoid lining-up** – Whenever possible have the children move directly to the next activity or location without formally lining-up.
- **Plan enough time** – Plan enough time for children to comfortably complete the transition. If children appear to be rushed or anxious adjust your schedule to allow more time.
- **Take time for training** – Make sure children know what is expected of them. Provide clear directions that are specific to the needs of the transition. Practice.
- **Avoid wait-time** – Plan ahead so that children are not fidgety and quarrelsome. Expecting children to sit quietly for an extended period of time while the teacher organizes materials or an activity is unrealistic.

Daily transitions should be consistent, planned, and fun!

Transitions into center-based options Preschool and EHS:

When a new child enrolls the following steps are followed:

- The parent/guardian completes all standard registration forms including the “Special Concern(s) Form.”
- Based on information provided on the ***Special Concern(s) Form*** and other related health forms, the registration file is sent to the nurse and/or special needs coordinator who will discuss the concern(s) with the parent/guardian and will determine if a meeting with staff should occur before the child’s first day of enrollment.

For preschool and EHS, if a child is not yet using the toilet independently, a ***Toileting Plan*** is included in the child’s file and the teacher is notified by the registration specialist before the child’s first day of enrollment. The teacher will schedule a date and time to meet with the child’s parent/guardian to review and sign the ***Toileting Plan*** (may not be applicable to infants/toddlers).

The CDS/home visitor will ask the parent/guardian to complete the ***Family Partnership Worksheet***. The teacher/home visitor will review during the first home visit and provide an orientation regarding:

- Parent Policy Handbook or Home-based Parent Agreement
- Program requirements
- Classroom policies
- Comprehensive services
- Resource staff
- Educational program
- Screenings
- Assessments

- Conferences/Home Visits
- Parent meetings
- Family Partnership Agreement Goal Setting Process
- Parent involvement

Transition from one classroom to another (see Transition Flow Chart):

The following steps are followed when a child transfers within the Child Development Department from one classroom to another:

- When a family will transfer from one site/classroom/home visitor to another, a ***Child/Family Change of Status*** form must be completed and sent to the Child Development Specialist (CDS). The CDS, coordinator/manager, and/or resource teacher will also facilitate communication between the receiving staff so that services to the child can be offered without interruption and with complete awareness of their needs. (see Transition Flow Chart)
- **For preschool**, the sending staff completes the ***Child Transition Checklist***, which introduces child to the receiving teacher. This form is attached to the front of the child's classroom file which is hand delivered to the receiving registration office technician. The CDS finalizes the transfer.
- If indicated on the ***Child Transition Checklist***, the receiving teacher will contact resource staff regarding special circumstances or issues (i.e., SST, IEP, medical, nutrition, and/or social services provided to family) and may request a "Staffing Meeting" before the child begins to attend class.
- If a child with an IEP/IFSP transfers into a new placement, the receiving teacher/home visitor should initiate contact with the school site LSHS to assure prompt continuation of special education service (i.e., speech and language services, RSP, OT).

Transitions into preschool for 3 year–old children with special needs:

The following steps are followed when a three year-old child with special needs transfers from another agency.

The sending special education staff will notify the Child Development Department's special needs coordinator or EHS resource teacher of an impending transition meeting for a child who will be turning three.

The special needs coordinator or the EHS resource teacher will supply the sending agency with program information, and may provide an application packet for the family to complete (often SCOE and/or ALTA staff will assist the family with this process, including transportation if needed).

The district's special education program specialist will attend the ***Individual Family Service Plan (IFSP)*** transition meeting and a determination regarding continued special education services will be made at that time. During this meeting, the special needs coordinator (or representative) will provide information regarding the preschool programs and services that will best meet the needs of the child and family and, if requested, will make arrangements for registration assistance and site visitations.

A three-year-old child who is transitioning may enroll at any time during the school year into a Head Start part-day preschool program.

If the family exceeds income criteria for enrollment in a Head Start program, the data technician will apply for an over-income waiver from the grantee agency (SETA).

The special needs coordinator will coordinate with the program nurse, social worker, and/or other resource staff to facilitate a smooth transition for children with nutrition, health, educational and/or social service as needed. When indicated, a staffing meeting will be held with parents, resource staff and/or teaching staff before the child's first day of class.

Transitions to kindergarten:

The following suggestions are provided to help preschool teachers prepare children and families for the transition to kindergarten. Transition activities should occur throughout the year.

- Teachers collaborate with kindergarten teachers by doing some or all of the following:
 - Sharing information about programs, including curriculum, activities, procedures, and visiting each other's classroom
 - Sharing common materials that the preschool class may use at the end of the school year, and the kindergarten class may use in the beginning of the next year
 - Exchanging parts of the teaching day with the kindergarten teacher (e.g., a story, a science project, a circle-time activity)
 - Encouraging parents of children who attend Children's Centers to sign-up during open enrollment if they wish to attend the host elementary school.
- Teachers prepare parents for their child's transition to kindergarten by doing some or all of the following:
 - Holding one or more parent meetings on transition or kindergarten expectations and enrollment. Meeting topics may include a description of transitional activities and why they are important.
 - Encouraging parents to register for kindergarten as soon as possible
 - Involving parents in school-based activities (back-to-school night, carnivals, PTA meetings, book fair, bake sales, etc.)
 - Arranging for parents to visit a kindergarten classroom, library, cafeteria and principal's office
 - Providing welcoming information from the school in the parent's primary language.
 - Holding a coffee hour or tea to welcome parents to school.
 - Providing information about nearby child care options
 - Encouraging parents to advocate for their children when seeking educational services
- Teachers prepare the preschool child by doing some or all of the following:
 - Identifying, documenting, and using information regarding each child's interests and strengths to individualize for each child (i.e., screenings, assessments, observations, portfolios, medical/health/nutritional information, parent input)
 - Identifying and developing environmental and curriculum accommodations
 - Providing opportunities for the children to participate in shared activities or events with the kindergarten children
 - Providing opportunities for the children to visit the kindergarten for part of a day or engage in a series of visits
 - Touring the school (office, cafeteria, library and kindergarten playground) more than once.
 - Reading to children about changes (new school, teachers, etc.) and provide a general discussion about the upcoming new school experience
 - Playing "pretend" games about kindergarten (walking to school or riding the bus, lining up, eating in a cafeteria, etc.)
 - Documenting a visit to the kindergarten classroom, taking photos, and using dictated stories or drawings to stimulate later discussions
 - Setting up the dramatic play area for the preschool children to role play experiences they may have in kindergarten.
- Teachers prepare the child with special needs (IEP) for the transition to kindergarten by doing the following:
 - Encouraging and assisting parents to advocate for their child by notifying the receiving teacher of child's existing IEP and by connecting with the receiving school's special education staff
 - Planning with the child's special education teacher(s) appropriate transition activities

EMERGENCY PROCEDURES

It is mandated that each classroom has one fire drill every month and two disaster drills each school year. Emergency strollers are provided for children who have difficulty with mobility. Teachers are to request an emergency stroller from the special needs coordinator upon the child's enrollment.

Fire Drill:

- During a fire drill the classroom must be evacuated following a route set up by the building administrator. The route must be marked in a clearly visible contrasting color and posted by each exit door.
- The teacher must bring along the class emergency cards, the first aid kit, the disaster backpack and the day's sign-in sheet. When the class has reached its designated place, the teacher should take roll to check that all signed in children are present. The teacher must take all students medications.
- The **Fire/Lockdown Drill Log** should be filled in and posted on the classroom wall.
- **Earthquake/Disaster Drills**
- A disaster drill is for earthquakes, severe storms, or explosive situations. The children are to get under the tables as far away from windows as possible (duck, cover and hold on). The teachers and parents are to do the same.
- When safe, the teacher or principal may signal "all clear" (a bell, whistle, or some signal the class will recognize).
- If the drill is school-wide, we are to follow the procedure of the school. If the room is to be evacuated, the teacher should take the emergency cards, the sign-in sheet, the disaster backpack, the first aid kit and take roll when the class is safely in its outside place.

Lockdown:

- In the event of a school lockdown (intruder alert) each classroom must follow the procedures established for the school-site. Teachers must also notify their coordinator in the event of an unscheduled lockdown.
 - Doors must be locked and windows must be secured with shades/blinds drawn.
 - Children and staff are to remain quiet and calm.
 - No one is allowed to either enter or exit the room until notified by the school-site staff that the lockdown is over.
 - Classrooms that do not have bathrooms will be equipped with portable toilets and toileting supplies.

Infant/Toddler Classes:

Infant/toddler classes follow the same procedures as preschool. Strollers or emergency cribs are used for Infant/Toddler classrooms.

FIRST AID KIT

- The classroom teacher and nurse partner are responsible to ensure that the first aid kit is well stocked and easily accessible.
- All classrooms are provided with a well-supplied first aid kit. Each classroom also has a small first aid kit to be taken on field trips.
- All first aid supplies should be kept in one box or container which is clearly marked with a large Red Cross symbol and kept out of reach of children. If the first aid kit is kept in a cabinet, a large sign with the Red Cross symbol and the wording "FIRST AID KIT" must be posted on the cabinet where the first aid kit is located.
- Only the teacher or instructional assistant should use the kit.
- Both first aid kits are to be checked monthly and noted on the checklist.

CHILD DEVELOPMENT DEPARTMENT

- The health clerk (or EHS Nurse) will be checking your first aid kits and replenishing it during the summer. Notify your health clerk (or EHS Nurse) when new supplies are needed. Check the first aid kits monthly and initial the **First Aid Kit Supplies checklist** under the lid of the first aid kit.
 - Please plan ahead. The items listed below should be kept in the first aid kits at all times. No other items should be added to these first aid kits.
- | | | |
|---------------------------|--------------------------------|---------------------------|
| • Band-Aids | • Roller gauze | • Kwik Kold ice packs |
| • ½" adhesive tape | • Flashlight and extra battery | • Thermometers and covers |
| • Gauze pads (sterilized) | • Tongue blades | • Wet and dry towelettes |
| • Triangular bandage | • Small scissors | • Gloves |
| • Safety pins | • Tweezers | |

DISASTER KIT

A Disaster Kit (red backpack with wheels) is fully equipped and located in each classroom. This kit is to be taken with you when the class is evacuated to another location other than the classroom. Contact your health clerk to replenish supplies. For all other circumstances, first aid supplies need to be used from the first aid kit in the classroom.

HEALTH

COMMUNICABLE DISEASE GUIDELINES (see also, “Infectious Diseases)

Young children in child care programs experience a higher incidence of infectious diseases. Therefore, there are policies in place to prevent infectious diseases (e.g., immunization policies), to identify children in early stages of disease (e.g., daily health checks) and to exclude children who are ill.

The Sacramento County Department of Health and Human Services provides guides for the exclusion of students who have contracted communicable diseases and for the reporting of specified communicable diseases.

Communicable Diseases Reportable in California identified specific illnesses which must be reported to the site’s Child Development nurse who will notify the County Health Department. Guidelines for Common Communicable Diseases provide brief rules for exclusion from school of ill students and their contacts.

When a teacher is informed of a classroom exposure to one of the following communicable diseases, a notification is posted in the classroom and/or is sent home to the student’s parents/guardians as soon after exposure is possible.

Parent/Guardian Notification forms, available from the nurse, for children who have been exposed to:

- Chickenpox
- Conjunctivitis
- Fifth Disease
- Head Lice Exposure
- Ringworm of the Body or Scalp
- Scabies
- Streptococcal Infections
- Hand, Foot and Mouth Disease
- Impetigo

DAILY HEALTH CHECK

Guidance: Title 22 – California Community Care Licensing Section 101226.1, Health and Safety Code – Sections 1596.72, 1596.73, 1596.81, 1597.8

It is important to identify health concerns in a timely manner. The daily health check is used to detect any possible health concerns that need to be evaluated and to prevent the spread of communicable illnesses in the classroom. Perform a brief, but thorough, assessment of each child every day **upon arrival and before the parent leaves**.

For EHS this includes a full body skin check with the diaper removed.

Teachers are responsible for ensuring that children with obvious symptoms of illness including, but not limited to, fever or vomiting, are not accepted. The person bringing the child in must remain until the child is accepted. Only after the child has been determined to be without obvious signs of illness may the person bringing the child sign the child in. Contact your nurse for health clearance for any child arriving with stitches, casts, recent hospitalizations or doctor’s note.

Infant/Toddler staff complete a **Daily Care Sheet** for children upon entrance into the classroom, which includes a health check, wake-up time, previous food/bottle intake, and previous toileting/diaper change. A staff member and parent need to initial this page at the start of the day. During the course of the day, all consumed food/bottles, diaper changes/toilet visits, and naps are recorded on this form. Before the child leaves the classroom, the teacher and parent do another health check together.

Signs to Observe During Daily Health Check:

- Activity level
- Skin color
- Unusual spots or rashes

- Swelling or bruises
- Sores
- Severe coughing, sneezing
- Discharge from nose, eyes, ears
- Breathing difficulties
- General mood/unusual behavior

Children should not be sent home without prior communication with the coordinator.

Children cannot stay in the classroom with the following symptoms:

- Fever over 100 degrees within the last 24 hours
- Vomiting more than twice in the last 24 hours
- Diarrhea
- Earache
- Red eyes with discharge
- Sores that are draining, open, or appear infected
- Lice or nits
- Not feeling well enough to participate in school activities
- Undiagnosed rash (other than minor diaper rash)
- Yellow or green nasal discharge accompanied by other symptoms.

Children will need further assessment with the following symptoms:

- 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, splints and stitches

FOOD SERVICE (see also: Nutrition)

Guidance: Title 22, Community Care Licensing Section 101227, Title 7, Code of Federal Regulations, Part 226.20

- All food must be stored, prepared and served in a safe and healthful manner.
- Servers must thoroughly wash hands before handling food (gloves will be provided if requested through Nutrition Services).
- Gloves (provided by nutrition services) should be worn when preparing food for family style service. Gloves do not need to be worn during the meal.
- Bowls should be covered until ready to serve.
- Meals are to be served family style.
- Preschool children are to be included in meal set-up (e.g., two helpers each day).
- Refrigerator temperature should be below 40 degrees.
- Refrigerators, microwaves, food warmers and carts are to be clean and in good repair.

All food provided by Nutrition Services will be safe and of the quality and in the quantity necessary to meet the needs of the children. **No food from outside is to be brought into the preschool classroom unless it is for a specific cooking project.** Foods selected for cooking projects must meet our department's nutrition policy.

HEAD LICE

Head lice are not uncommon in school settings, but studies have shown that lice are **NOT** highly transferable in the school setting. A growing body of research challenges past practices that are now known to be ineffective. Despite the new research, Sacramento City Unified School District has been sensitive to the anxiety that parents

encounter and therefore has the following procedure for dealing with head lice. While school personnel will continue to investigate and check children as needed, parents have the primary role.

Sacramento City Unified School District will follow this procedure:

1. A child will be checked preferably during non-instructional time.
2. If head lice or nits are found on a child at school
 - The parent/guardian will be contacted
 - Children will be allowed to remain at school until the end of the school day with instructions to treat the lice and home environment that evening and instructions to NOT share sweaters, scarves, hats, etc.
 - Siblings or close contacts in the classroom will be checked only if they are exhibiting symptoms such as visible nits or lice, scalp itching and/or irritation. Whole classrooms will NOT be checked.
 - An Exposure Letter will be sent home with students in that classroom **at the discretion of the Coordinator or nurse**, usually only **after several cases are reported** in one classroom **or** as an alternative as a way to notify parents of known close contacts.
3. Children may return to school the next day after treatment.

Procedure when a child returns to school:

1. School personnel will check the child's head
2. If there are no live lice, the child will be allowed to attend class
3. If there are live lice noted, the parent should be contacted to make sure treatment was initiated and Parents are advised to repeat the Combing Procedure from the night before. Using a lice comb and wetting the hair (using crème rinse for longer hair) and comb and pick out lice and nits. This can take many hours for student with lots of long hair. Retreatment with Lice Shampoo cannot be done for another 7-10 days.
4. If nits are found by school personnel, the family should be contacted and asked to use the lice comb and retreat with a Head Lice product again within 7-10 days.
5. If any student has head lice on three occasions during one school year as determined by school personnel, Health Services will be notified of the recurring problem of head lice with that student, a school nurse will contact family to determine treatment. If treatment was deemed adequate, families will be referred to their Primary Care Providers for prescription strength lice products.
6. If a child is again determined to have lice, a report may be filed with County Social Services.

Preserving the confidentiality of each student/family is mandated. Classroom or school-wide screening is currently discouraged.

HEALTH SCREENINGS

Heights and Weights

Heights and weights may be done at any time before the 45 day timeline, and then again in six months (September and March for traditional classes.)

Teachers are responsible for completing the ***Height and Weight Worksheet*** for each child. A copy of the worksheet should be retained for your classroom files and a copy should be sent to your health clerk. Children who enroll throughout the year must also have their height/weight recorded within the 45-day timeline. Please call in their results to your health clerk.

The following procedures are to be followed:

- Post the "Watch Me Grow" notice several days prior to day of procedure
- Add new student's first and last name on the worksheet
- If you are using the wall measurement device, be sure that it is mounted correctly
- Have children remove shoes, jackets and heavy sweaters
- Hands down at side – not touching anything
- Heels, buttocks, shoulders and head against wall measurement

- Top bar or ruler should be leveled when viewed from the side
- Please write the height in inches

HEARING AND VISION

Within 45 days of a child's entry, the following health screenings need to be administered:

- Hearing
- Vision

HYGIENE SUPPLIES

- A case of tissues and a case of paper towels to be used for sanitizing the tables will be sent directly to preschool classrooms at the beginning of each semester.
- Wastebaskets that are used for soiled products after hand washing, tooth brushing, etc., should have plastic liners. If your custodian does not furnish the liners you will need to submit an order to the operations specialist using the ***Supply Works Order Form***.
- Trash cans containing food waste must have a lid but it can be off during meal time.
- Liquid soap (pump style) is available from your health clerk/nurse.
- A diaper receptacle will be provided for classrooms with children in diapers/pull-ups. Contact your Health clerk if a diaper receptacle is needed.

IMMUNIZATIONS: STAFF AND VOLUNTEER

Senate Bill 792 requires all Child Development employees and volunteers to provide evidence of immunization for the following vaccinations:

- Influenza
- Pertussis
- Measles

A written declaration that an employee has declined the influenza vaccination must be submitted to the human resources office.

ISOLATION OF AN ILL CHILD

Guidance: Title 22, Community Care Licensing Section 101226.2, Health and Safety Code Reference Section 1596.72, 1596.73, 1596.81, 1597.05.

An isolation area must be made available to children who become ill during the school day. The area must be:

- equipped with a mat, cot, couch or bed for each ill child
- located to afford easy supervision of the child by center staff
- located in an area that is not the kitchen area or the general-use toilet area

In combination centers, only one isolation area that serves all licensed components is required. The child's parent/guardian must be notified immediately when the child becomes ill enough to require isolation, and shall be asked to have the child removed from the center as soon as possible.

MEDICATION POLICY

Guidance: Title 22, Community Care Licensing Section 101238(h)

- No medication is to be given to a child without the completion of the ***Authorization for Administration of Medication by School Personnel*** form. This form must be signed by the parent/guardian signature and the child's doctor.
- Only authorized staff trained annually in medication administration shall administer medication.

- Administration of medication must be recorded on the child's **Medication Record** form.
- Each container shall have an unaltered label and include the child's name and date.
- The medication must be administered in accordance with the label directions as prescribed by the child's physician.
- Rescue medications, such as an Epi-pen, antihistamine or inhaler, should be kept in an UNLOCKED medication box that is inaccessible to children.
- All other medication shall be stored in a LOCKED box that is inaccessible to children.
- Emergency medications (e.g. Epi-pens, antihistamines, inhalers) must be taken along when the children leave the classroom for field trips, fire drills and disaster drills.
- A refrigerator shall be used to store any medication that requires refrigeration and shall be kept in its own medication box.
- When no longer needed by the child, or when the child withdraws from the center, all medications shall be returned to the child's parent/guardian. If the medication is not picked up, the teacher must call the nurse and follow disposal directions.
- At the end of the school year, when the medication is no longer needed by the child, or when the child withdraws from the center, all medication(s) shall be returned to the child's parent/guardian. Do NOT return any paperwork within the medication box to the parent. If the medication is not picked up, the teacher will bring the medication and medication paperwork to the nurse at their Registration Center. The nurse will follow district policy for medication disposal.

NUTRITION POLICY

Guidance: (PS: 1304.23 (b)(1)(vi), (e)(1) and Title 22, Community Care Licensing Regulation 101227 (a)(i), (A) (8), (12), (13), (14)

All food served to children in the classroom must be provided by Nutrition Services and served family style. An exception may be made when a child has food allergies. Food served is to be low in salt, sugar and fat. A variety of foods is served and classroom staff role model family style eating and sharing during meal times.

- Participating adults who are included in the day's meal count are encouraged to eat from the foods provided through Nutrition Services as a part of the family-style dining.
- NO OUTSIDE FOOD is to be eaten at the children's table unless there is a medical reason.
- NO OUTSIDE BEVERAGES for students or adults are allowed in the classroom except for a container with water.
- Hot liquids or beverages are NOT allowed in the classroom under any circumstance.

Teachers that conduct a cooking lesson or use food with a classroom activity must conform to this policy. No outside food should be allowed in the classroom, unless prior approved by a coordinator or nurse. Suggested foods allowed for classroom lessons are:

- Baked breads / crackers without added fat or salt
- Cereals without added sugar
- Fresh fruit or vegetables
- Low fat string cheese/yogurt
- 1% or 2% milk
- 100% juice, fruit or vegetable

Preschool children, especially those younger than four years old, can easily choke on food. Caution should be used with foods that can cause choking. Such foods include, but are not limited to:

- nuts
- popcorn
- large pieces of raw vegetables
- large grapes
- hot dogs or sausage links

- peanut butter
- cherry tomatoes

PROPER HANDLING & STORAGE OF HUMAN MILK (Breast Milk)

Please use the following guidelines issued by the Centers for Disease Control and Prevention (CDC) to handle, store, and prepare breast milk for consumption by children participating in our Early Head Start (EHS) program. These guidelines are intended to maintain the high quality of expressed/pumped breast milk and the health of the infants.

CDC does not list human breast milk as a body fluid requiring special handling precautions. However, healthcare and EHS personnel must implement **STANDARD PRECAUTIONS** when handling human breast milk including hand washing before and after gloving.

Safely Preparing and Storing Breast Milk

- Be sure to wash your hands before handling breast milk.
- Do not add fresh breast milk to already frozen breast milk within a container –*it is best not to mix the two.*
- Do not save breast milk from a used bottle for use at another feeding.
- Collected breast milk should be stored in clean containers, such as screw-cap bottles, hard plastic cups with tight-fitting caps, or heavy-duty storage bags that fit directly into nursery bottles. *Avoid using ordinary plastic bags or formula bottle bags, as they often leak or spill.*
- The collected breast milk container must be clearly labeled with the **child's name** and **date of birth** (DOB) as well as **today's date** and the **date the milk was collected**.

Safely Thawing Breast Milk

- Frozen breast milk should be thawed by transferring it to the refrigerator for thawing or by swirling it in a bowl of warm water.
- **DO NOT** use a microwave oven to thaw or heat bottles of breast milk!
 - Liquids are not heated evenly in microwave ovens –*uneven heating may result in scalding the baby's mouth and throat or damage the breast milk by destroying the nutrient quality of the collected milk.*
 - Bottles may explode in the microwave oven, if heated for too long.
- Do not re-freeze breast milk once it has been thawed.

Storage Duration of Fresh Breast Milk for Use with Healthy Full Term Infants (39-40 weeks gestation).

Location	Temperature	Duration	Comments
Countertop, table	Room temperature (up to 77°F or 25°C)	6–8 hours	Containers should be covered and kept as cool as possible; covering the container with a cool towel may keep milk cooler.
Insulated cooler bag	5-39°F or -15-4°C	24 hours	Keep ice packs in contact with milk containers at all times, limit opening cooler bag.
Refrigerator	39°F or 4°C	5 days	Store milk in the back of the main body of the refrigerator.
Freezer			Store milk toward the back of the freezer, where temperature is most constant. Milk stored for longer durations in the ranges listed is safe, but some of the lipids in the milk undergo degradation resulting in lower quality.
Freezer compartment of a refrigerator	5°F or -15°C	2 weeks	
Freezer compartment of refrigerator with separate doors	0°F or -18°C	3–6 months	
Chest or upright deep freezer	-4°F or -20°C	6–12 months	

Reference: Academy of Breastfeeding Medicine. (2004) [Clinical Protocol Number #8: Human Milk Storage Information for Home Use for Healthy Full Term Infants \[PDF-125k\]](#). Princeton Junction, New Jersey: Academy of Breastfeeding Medicine.

References:

Centers for Disease Control and Prevention (cdc.gov). (2017). Retrieved from https://www.cdc.gov/breastfeeding/recommendations/handling_breastmilk.htm

Centers for Disease Control and Prevention (cdc.gov). (2017). Retrieved from <https://www.cdc.gov/breastfeeding/faq/index.htm>

March of Dimes. (2017). Retrieved from <http://www.marchofdimes.org/pregnancy/what-is-full-term.aspx>

SAFE AND HEALTHY ENVIRONMENTS CHECK LIST

The **Safe and Healthy Environments Check List** checklist will help ensure that the classroom is safe and well-equipped in the event of an emergency. It is to be posted in the classroom. Items on the list are to be checked either daily or monthly.

SUNSCREEN POLICY

Guidance: (Title 22 – CCL, Sections 101226 (e)(4).

In the spring of each year, teachers of full-day classes will announce to parents that sunscreen is allowed in the classroom. The following procedures must be followed:

- Parent/guardian signs and dates the “Sunscreen Permission Slip.”
- Signed permission slips should be filed under health in the child’s classroom file.
- Sunscreen is labeled with child’s name and birth date.
- The sunscreen must be kept out of the reach of children, preferably in a locked cabinet.
- Sunscreen is administered by classroom staff to the child’s palm; the child would apply it per label directions, never on the eyes, eyelids or lips. The child would apply it to the uncovered skin, including ears in the afternoon.
- Classroom staff will write “SS” near the child’s name on the sign-out sheet to document sunscreen given that day.

TOOTHBRUSHING (HS funded classes only)

Guidance: Head Start Performance Standard 1304.23(b)(3)

Each child is required to brush his or her own teeth with a “pea-size” amount of fluoridated toothpaste **immediately after eating** (breakfast or lunch). A staff member must supervise the tooth brushing, ensuring that:

- Tooth brushing occurs within 30 minutes of completion of one meal.
- Encourage gentle circular brushing motions, brushing upper and lower teeth and both sides of mouth. “Chewing” on the toothbrush should be discouraged.
- Each child has his or her own toothbrush, labeled by name, so that toothbrushes are never shared. Toothbrushes and toothpaste may be obtained from your assigned health clerk.
- Toothbrushes are stored so they stay clean and open to circulating air, and so that the bristles do not touch any surface, including another toothbrush.
- Toothbrushes are replaced when the bristles become bent, and at least every three months. They are never decontaminated. Rather, contaminated toothbrushes are always discarded to control the spread of infection or illness.
- Children are taught proper tooth brushing techniques.
- Children with disabilities are supported with any needed adaptations.
- Toothpaste is dispensed to each child on a **separate** small piece of paper towel or on the inside of a disposable cup.
- Do NOT allow water to continually run during tooth brushing.

When brushing after meals is not possible (e.g., on a field trip) children may be offered drinking water, as rinsing with water helps to remove particles from teeth and prevent cavities.

Bottle-fed babies' gums are wiped after each bottle feeding using an infant toothbrush or gauze which can be obtained from the nurse.

UNIVERSAL PRECAUTIONS & PROCEDURES

Procedures to be used in Schools for the Prevention of Infectious Diseases Transmitted by Body Fluids

(Resources from the California Department of Education and the Centers for Disease Control)

Background: The epidemic of the acquired immunodeficiency syndrome/human immunodeficiency virus (AIDS/HIV) infection has created much interest in what precautions can be taken to prevent the spread of all infectious diseases.

Because of the concern generated by AIDS/HIV infection, the California Legislature had mandated that schools inform their employees annually about appropriate methods for preventing the spread of all infectious diseases, with specific information about AIDS/HIV and also Hepatitis B infections (Health and Safety Codes, Sections 120875 and 120880).

In addition, Cal-OSHA, the California Occupational Safety and Health Administration adopted the Bloodborne Pathogens Standard (8-CCR-5193). "Bloodborne Pathogens" are defined as pathogenic microorganisms, which are present in human blood and can cause disease in humans. These pathogens include but are not limited to, hepatitis B virus, hepatitis C virus and human immunodeficiency virus. The Standard requires employers to develop plans and adopt practices, which eliminate or minimize employee occupational exposure to blood and other contaminated body fluids.

In compliance with the Standard, Sacramento City Unified School District has developed an Exposure Control Plan, which covers the following areas:

1. Exposure determination for employee infection control
2. Hepatitis-B vaccination
3. Universal Precautions
4. Engineering controls
5. Work practice controls
6. Personal protective equipment
7. Post exposure evaluation and follow-up
8. Regulated waste disposal
9. Labels and bags
10. Housekeeping practices
11. Training and education of employees
12. Record-keeping

A copy of the Exposure Control Plan is available for review at every school site and program office within the school district.

The term *Universal Precautions* refers to a system of infection control in which the body fluids of all persons are treated as if known to be infectious. In the school setting, those precautions should include: hand washing, using disposable gloves, careful trash disposal, using cleaners, and modifications of cardiopulmonary resuscitation (CPR).

It is critical that *Universal Precautions* be used in every instance when handling blood and body fluids because (1) there may be situations where it is not known that a person is infected; (2) persons should not wait until an identified infected student or adult is encountered before practicing infectious disease prevention techniques; and (3) for legal reasons related to confidentiality, there is no requirement that health officials notify school authorities of the results of blood tests for antibody to the HIV virus.

The term "body fluids" includes: blood, semen, vaginal secretions, drainage from scrapes and cuts, feces, urine, vomit, respiratory secretions (such as nasal drainage) and saliva.

HAND WASHING

1. Thorough hand washing is the single most important factor in preventing the spread of infectious diseases and should be practiced routinely by all school personnel and taught to students as routine hygienic practice.
2. All staff should wash their hands in the following circumstances:
 - Before and after handling food, drinking or eating
 - After toileting
 - After contact with body fluids or items soiled with body fluids
 - After touching or caring for students, especially those with nose, mouth, or other discharges
 - Before and after gloving
3. Scheduling time for students to wash hands before eating is suggested to encourage the practice.
4. How to wash hands: Wet hands with running water and apply soap from a dispenser. Lather well and rub hands together vigorously for 15 to 20 seconds. Soap suspends easily-removable soil and microorganisms, allowing them to be washed off. Running water is necessary to carry away dirt and debris. Rinse well under running water with water draining from wrist to fingertips. Leave water running. Dry hands well with a paper towel and then turn off the faucet with paper towel. Discard the towel.
5. Classroom instruction about proper hand washing can be integrated into health instruction at all grade levels.
6. Visual hand washing procedures need to be posted by all sinks in the classroom and bathrooms for children and adults to see.

HAND SANITIZERS

“Due to the risk of alcohol toxicity in young children with the use of alcohol- based sanitizers, all alcohol-based hand sanitizers are to be banned from use in all preschool classrooms.”

“Non-alcohol based hand sanitizers may be used as an exception when running water and soap are not readily available. This exception also applies to field trips.

IMPORTANT POINTS TO REMEMBER

- Always keep hand sanitizer away from children’s reach
- Keep hand sanitizer in original container with original product label
- Always provide adult supervision when using this product on children
- Adult supervision must be maintained until sanitizing product on children’s hands is completely dry
- Be aware that non-alcohol based hand sanitizer will take longer to dry on hands than alcohol-based hand sanitizer
- Teach children to keep their hands away from their face, especially the mouth and eye area, even after sanitizing product is dry
- Use sanitizer product only on hands and not on other parts of the body
- Never apply hand sanitizer to a non-intact skin surface, such as wounds, burns or rashes
- Use with caution on any child with history of skin sensitivity, such as eczema, since hand sanitizer product may aggravate existing skin conditions
- Skin irritation and redness can result from overuse of hand sanitizer
- An insufficient amount of hand sanitizer, or an insufficient application time will result in suboptimal germ kill
- Hand sanitizers will not remove dirt and grime from hands
- Non-alcohol based hand sanitizer has not been proven effective in eradicating all sources of germ-causing illness

- The window of germ protection after hand sanitizer use is very short, possibly lasting from a few minutes up to 30 minutes

INSTRUCTIONS FOR USE

1. Adult will dispense 1-2 pumps of foaming hand sanitizer into palm of child's hand.
2. Hands should be dry before application.
3. Instruct child to rub hands together wetting all surface areas of the hands, including between fingers and around nail beds.
4. Encourage child to continue this process for at least 30 seconds.
5. The child's hands should be completely dry before touching anything.
6. An adult should observe entire application process until hand sanitizer completely dry.
7. Staff should observe child's hands closely for signs of itching, irritation or inflammation.
8. For children with poor motor control, adult may first dispense hand sanitizer in their own hands, then apply to child's hands.

FIRST AID MEASURES

1. In case of contact with eyes, rinse immediately with plenty of water. Contact parent immediately, request they seek medical care from child's physician.
2. Should skin irritation occur, discontinue use. Wash hand sanitizer off with copious amounts of water and mild soap. Contact parent as soon as possible. Encourage medical follow-up with child's physician if redness or irritation persists for more than 72 hours.
3. If hand sanitizer ingested, call Poison Control Center immediately and follow treatment advice. If Emergency Care advised, call 911, then contact parent immediately. Do not induce vomiting unless advised to do so by Poison Control.

POISON CONTROL: 1-800- 222-1222

ORDERING INFORMATION

1. **The only district-approved hand sanitizer is: "Clario Alcohol Free Foaming Hand Sanitizer" by Betco Corporation.**
2. Complete Child Development Department Custodial (Clean Source) Order Form, upper and lower portion.
3. Select Product # 427785, "Waterless hand sanitizer, foam, no alcohol", specify quantity requested
4. Submit order form to Shelagh Ferguson, phone 643-7878, fax 399-2057.

FIRST AID INVOLVING BODY FLUIDS AND CPR

1. Avoid direct skin contact with body fluids. Allow the student or staff person to clean their own body fluid spill when this can be done safely. If direct skin contact occurs, hands and other affected skin areas should be washed with soap and water immediately after contact has ended.
2. *Disposable single-use latex gloves* should be used when contact with body fluids is anticipated (such as bloody nose, diapering, etc.) Gloves are standard components for first aid supplies in the schools so that they are readily accessible for emergencies and regular care given in school health offices. Latex gloves as well as non-latex gloves are available.
3. An "occupational exposure incident" is defined as: specific eye, mouth or other mucous membrane, contact with skin or potential contact with *blood* or *blood-tinged* body fluids resulting from the performance of an employee's duties. If an "incident" occurs, the following steps should be taken by the affected employee:
 - Immediately wash the skin area exposed to body fluids with soap and running water. If it is the eye or mouth, flush with water.
 - Report the incident directly to your coordinator and include the names of everyone directly involved, as soon as possible.

- The site administrator, coordinator or designee will report work-related injuries to LWP and District Workers' Compensation Office by fax or phone. LWP representatives will notify Health Services office of occupational exposure incidents. The employee will be assisted to seek medical evaluation from the Med Clinic or his/her personal physician to determine the need for Hepatitis B vaccination and/or other treatment.
- Employees working after hours and/or weekends may be directed by their site administrator, coordinator or designee to call the LWP telephone number directly.
- Devices that prevent backflow of fluids from the mouth of a victim being given CPR should be used by rescuers in the school setting. These devices are available through local medical supply companies.
- Any soiled clothing should be placed in a plastic bag, sealed and placed in a second plastic bag. If soiled with *blood*, the second bag should be a red biohazard bag, available from the custodian. Label with the student's name. Send home with the student.

TRASH DISPOSAL

1. All wastebaskets should be lined with disposable plastic bags. In areas where blood is present, physical care is provided or personal care occurs (e.g., health office, restrooms, locker rooms, science classrooms etc.), disposable plastic bags should be replaced daily.
2. Waste in which contains recognizable *fluid blood* is considered bio-hazardous waste and must be double bagged with the outside bag color-coded *red* and with a biohazard label. Biohazard waste cannot be disposed of in the dumpster. Health Services will pick up biohazard waste when notified by the district sites. Please note: Band-aids, feminine hygiene products or dressings with a small amount of dried blood are *NOT* considered bio-hazardous waste and may be disposed of in plastic bags as regular trash.
3. If needles, syringes, or lancets are used in the school setting or found on the school premises, a special puncture-proof container is available from Health Services. Place intact needles and syringes in the designated puncture-proof container. Do not bend or break needles and do not recap needles. Health Services will pick up and dispose of the containers with a medical waste hauler.
4. **USING CLEANERS (see also, *Safety Data Sheets – SDS*)**
5. Environmental surfaces contaminated with body fluids should be cleaned promptly with disposable towels and approved cleaner. Disposable gloves should be worn. Disposable items should be discarded in a plastic-lined wastebasket.
6. Mop solution used to clean up body fluids spills should consist of the district approved cleaner. Used mops should be soaked in this solution thirty minutes and rinsed thoroughly before reusing.
7. After cleanup, remove gloves and wash hands.
8. If carpet is soiled, clean up immediately with absorbent material and clean with district approved cleaner.
9. ***Safety Data Sheets*** (SDS formerly MSDS) for chemicals used in the classroom are maintained in a binder in the file cabinet with student files. **See *Safety Data Sheets* in Health & Safety.**

LICENSING

Employee Licensing File

Each preschool teacher, instructional aide, itinerant aide and classroom substitute has been provided with copies of documents required by licensing. These documents are secured in a “blue” file folder and must be available for program staff and licensing review. Each file is to include:

- Personnel Record, LIC 501 or SCUSD Application
- Criminal record statement, LIC 508
- Staff qualifications sheets
- Transcripts and any permits or credentials
- Health Screening Report, LIC 503 or physician’s report, including TB
- Pediatric CPR/First Aid cards
- Notice of Employee Rights, LIC 9052
- Statement acknowledging Requirement to Report Suspected Child Abuse, LIC 9108
- Evidence of 15 hours of Health and Safety Training
- TB Clearance
- Immunization Verification PSL-F273 or immunization records
- Licensing Record Keeping Training (hired after 4/27/12 only)

Classroom staff must keep the blue licensing file in the front of the classroom file drawer. Itinerant aides, substitutes, and any other traveling staff must carry them from site to site. It is the employee’s responsibility to keep the file organized and up-to-date.

It is the classroom teacher’s responsibility to assure that all staff in the classroom (permanent or substitute) have a file when working in the classroom.

All staff must ensure that up-to-date copies of credentials, permits, transcripts, TB results, first aid certificates, etc., are sent to Human Resources and to their immediate supervisor. The supervisors maintain department files that are required, and available for review, by Title 22 Licensing and our funding agencies (state and federal).

Child’s Classroom File: Each file must contain specific documentation to satisfy Licensing requirements. Contact your registration specialist if any of the following documents are missing:

- Emergency Card (up-to-date)
- Child’s Health History
- Physician’s Report
- Blue Immunization Record
- Negative TB Risk Assessment results or TB test. Evidence of non-communicability if TB test was positive.
- Application
- Family Contact Form
- Parent’s Rights, LIC 995
- Authorization to dispense medicine (if applicable)
- Documentation required for health-related services, LIC 9166
- Acknowledgement of receipt of licensing reports, LIC 9224 (if applicable)

Site Licensing File

Each teacher is to maintain a Site Licensing File to file Licensing visit documentation and copies of Unusual Incident Reports. Maintain documentation for five years.

LICENSING VISIT

The preschool programs in the Child Development are licensed by and operate in accordance with State of California, Manual of Policies and Procedures, Community Care Licensing Division, Title 22. Licensing analysts may make announced or unannounced visits to your sites for the purpose of assuring compliance with State Licensing requirements. Teachers should do the following when visited by a licensing analyst:

1. Ask the analyst for identification.
2. Notify coordinator and facilities licensing specialist that a licensing analyst has come to your room.
3. Introduce the analyst to the rest of the staff.
4. Allow access to children's records (have them sign the ***Classroom Confidential File Review Log***).
5. Allow access to staff records ("Blue" Licensing File).
6. Be available to the analyst for an exit interview.
7. In the event you are at risk of receiving a violation, immediately notify your coordinator.

Originals of all reports and documents left by the analyst should be placed in a site licensing file and copies sent to your coordinator. The coordinator will forward a copy of paperwork to the facilities licensing specialist for action and filing in the department's central licensing file.



Note: Maintain ratios at all times! For example, do not leave your room to get files in an adjoining room.

UNUSUAL INCIDENT / INJURY REPORT See accident reporting

Type of incidents that need to be reported to licensing include the following:

- Death of any child from any cause
- Any injury to any child that requires medical treatment
- Any unusual incident or child absence that threatens the physical or emotional health or safety of any child
- Any suspected physical or psychological abuse of any child
- Epidemic outbreaks (including two lice infestations)
- Poisonings
- Catastrophes
- Fires or explosions that occur in or on the premises
- Any aggressive act committed in front of student
- If unsure to report, contact licensing specialist

Steps to follow when issuing an ***Unusual/Injury Report***:

- Complete this report thoroughly and accurately, including parties notified on the reverse.
- Send a copy to the coordinator for review– the day the incident occurs!
- Consult with your coordinator if you have questions regarding the need to report.
- Retain a copy of the report for the classroom licensing file.
- The coordinator will notify (fax or phone) the report to licensing by the next working day, and will send the original report within seven (7) days of the occurrence.
- The coordinator will forward all copies of the report to the central office for filing.

MENTAL HEALTH & FAMILY COMMUNITY PARTNERSHIP PROCESS

HEAD START FAMILY PARTNERSHIP AGREEMENT FLOW CHART (preschool only)

As a result of *The Personal Responsibility and Work Opportunity Act of 1996*, Head Start implemented *Head Start Performance Standard (1304.40)*, which requires delegate agency staff and parents engage in a process of collaborative partnership building to identify family goals, strengths and necessary services and supports. Each family must be offered an opportunity to develop and implement an individualized Family Partnership Agreement that describes family goals, responsibilities, timetables and strategies for achieving these goals, as well as progress in achieving them. The Sacramento City Unified School District Family Partnership Agreement consists of the following two processes.

PROCESS 1

Family Worksheet

The *Family Worksheet* gives parents the opportunity to identify their family's strengths and needs. Parent completes the *Family Worksheet* during the registration process. Registration staff will provide all parents with a *Community Resources* sheet, as an initial response to identified needs. Parents will initial to verify the receipt of the *Community Resource* sheet. The registration staff will file the *Family Worksheet* in the student's file.

Emergency process: If a family reports that they have an emergency situation, registration staff will refer family to the registration management. Site management will assess situation and will provide the necessary referral.

Part-Day/Wrap Teachers/Home Visitors

- Teachers will review the *Family Worksheet* with the parent during the first home visit. If the parent is not available for the first home visit, the teacher will review the work sheet with the parent during slow start. Any information request from the *Family Worksheet* will be addressed by the teacher providing a *Community Resource* sheet.
Note: Urgent or emergent situations will be referred to the appropriate resource staff by submitting a Request for Internal Services. (See Referral Guide on following page for guidance.) Teachers should contact resource staff in regards to emergency situations as appropriate.
- Teacher will review the worksheet with parent and will sign it. Parents will initial the worksheet once it has been reviewed with them. The teacher will distribute copies of the Family Worksheet in the following manner:
 - *White Copy:* To be placed in child's file
 - *Yellow Copy:* SCL copy (**SCL will photo copy for central file**)
 - *Pink Copy:* Will be provided to parent (**Make sure copy is legible.**)

PROCESS 2

Goal Setting

The second process begins in November when the teacher introduces the goal-setting process to the parents. All sections below need to be completed on the *Family Partnership Agreement Goal Sheet*. This should be done at Parent Conference/Home Visit.

- Goals:** Goals will be written on the Goal Sheet. (*This can include needs identified from The Family Worksheet.*) **Note:* Child's educational goals should be addressed on the Individualized Development Plan (IDP), not the *Family Goal Sheet*.
- Parent Strategies:** *This section should state what strategies a parent will use to reach their goal.*
- Staff Strategies:** *Teacher will mark the appropriate box for Referral to Resource Staff in the Strategy Section*
- Timetable:** *Teacher will also record the corresponding timetable for completing the goal strategies. The timetable will begin after the resource staff receives the referral (please see Referral Guide below).*

Referral Guide*

Food SCL		Clothing SCL	Emergency Shelter SCL			Utilities SCL		Job/Education SCL	
Timeline	1-4 Weeks	1-4 Weeks	1-4 Weeks			1-4 Weeks		3-8 Weeks	
	Child Discipline	Counseling	Domestic Violence	Stress Management	Substance Abuse	Child Support Assistance	Child Abuse Prevention	Incarcerated Parent Assistance	Marriage/Couples Support Assistance
Timeline	3-8 Weeks	2-8 Weeks	1-4 Weeks	2-8 Weeks	1-8 Weeks	4-8 Weeks	1-4 Weeks	4-8 Weeks	4-8 Weeks

SCL – School Community Liaison, SW – Social Worker *Response timeline begins after enrollment.

Emergency Assistance

Teacher will contact the appropriate resource staff ASAP, if there is an emergency situation with a family.

- **Once the Family Partnership Agreement Goal Sheet is completed, it will be distributed in the following manner:**
 - **White copy** : Placed in child's file
 - **Yellow copy**: SCL Copy (SCL will place a copy in central office file by date listed on Social Services Calendar.)
 - **Pink copy**: Provided to the parent. (Make sure parent copy is legible.)
- If necessary the SCL will complete a **Request for Internal Services** form for the appropriate resource staff based on the strategies indicated on the **Family Partnership Agreement Goal Sheet**. A copy will be filed in the central office file by the date listed on the Social Service Calendar.
- SCL will transfer information from **Work Sheets and Goal Sheets**, to a Class **Needs Spreadsheet** for all classrooms. (A copy is filed in the classroom.)
- When the goal is being responded to or has been achieved, servicing resource staff will send the **Record of Follow-up Services** form to the SCL, along with an information packet as appropriate. The SCL will use the **Family Partnership Agreement Response** form to document their response. SCL will deliver this information to the teacher. Teachers will initial that they received the requested information.
- Teacher will provide the resource information to the parent. The teacher will file the copy of the **Record of Follow-up Services or Family Partnership Agreement Response form** in the **Family Contact** section of the child's file.
- During the **February and May home visits/parent conferences**, teachers will follow up with families that are not involved in the *goal setting process*. Teachers will also monitor and record the progress of the families who are already involved in *goal-setting*. This will be recorded on the Progress Update section of the **Goal Sheet**.

REQUEST FOR INTERNAL SERVICES

The following forms are to be used by staff in requesting services from within the Child Development Department. These forms are to be used only within the department and are not designed to be used to request services from outside agencies.

The **Request for Internal Services – Child /Family** form is used to request:

- **Child Observation**: An observation of an individual child may be requested due to failure of a screening, parent concern, and/or staff concern. All requests for an individual observation of a child must first have parent/guardian consent. Requests from the classroom teacher should initially be sent to the resource teacher. The resource teacher will observe the child and, if necessary, forward the request to the appropriate service area staff member or coordinator. Requests by support staff may be sent directly to the service area staff member or coordinator.
- **Family Services**: A request for family services may be due to a need expressed directly by the family or a need identified by a staff member. All requests may be sent directly to the service area staff member or coordinator.

- Other: A request for information, generated in response to a need expressed by a family or support staff regarding an individual child, may be sent directly to the service area staff member or coordinator.

RECORD OF FOLLOW-UP SERVICES

There are two forms that assist staff with recording services provided by staff within the Child Development Department. These forms are to be used only within the department and are not designed to be used to record services provided by outside agencies.

“Record of Follow-up Services – Child/Family” is used to record:

- Screener: This form will be used by resource teachers and social workers to record services provided in response to a child’s low score on a screener or a “Request for Internal Services” form. After review by the classroom teacher, a copy will be filed in the child’s file.
- Case Management: This form will be used by the Case Management Team to record discussion held and/or services provided regarding a child and/or family. After review by the classroom teacher, a copy will be filed in the child’s file.
- Family Partnership Agreement: This form will be used by Child Development support staff (primarily SCLs) to record services provided in response to a child and/or family participating in the family partnership agreement process. After review by the classroom teacher, a copy will be filed in the child’s file.
- Request for Internal Services: This form will be used by Child Development support staff to record services provided in response to a ***Request for Internal Services*** form. After review by the classroom teacher, a copy will be filed in the child’s file.
- Other: Support staff will use this form to record “other” services provided

Record of Follow-up Services – General is used to record:

- Case Management: This form will be used by the Case Management Team when discussing a child or family. After review by the classroom teacher, a copy will be filed in the child’s file.
- Request for Internal Services: This form will be used by Child Development support staff to record services provided in response to a “Request for Internal Services” form. After review by the classroom teacher, a copy will be filed in the child’s file.
- Health/Safety Concern: This form will be used by the Child Development support to record services provided in the areas of health/nutrition and/or safety. After review by the classroom teacher, a copy will be filed in the child’s file.
- Licensing: This form will be used by the Child Development support staff to record licensing issues. After review by the classroom teacher, a copy will be filed in the teachers classroom file
- Other: Support staff will use this form to record “other” services provided.
- All Head Start preschool children will be screened in the area of social/emotional/ behavioral development between 30-45 days of enrollment. Teachers will use the ***Temperament and Atypical Behavioral Scale (TABS)*** to identify children who are at risk for developing social, emotional and/or behavioral difficulties. These children will be referred to the classroom’s assigned school social worker for further evaluation and support.
- The TABS consists of the TABS screener and the TABS assessment tool. The screener consists of 15 questions and the assessment tool consists of 55 questions.
- Teaching staff should complete sections I-III of the TABS screener, when staff is sufficiently familiar with child, but prior to 45 days of enrollment. Section I is where the child’s identifying and contact information is listed, as well as any identified problems for the child. Section II is the TABs indicator, which lists 15 of the most frequent problems in temperament and self-regulation that are observed in young children. Please write your name, date screener completed and your relationship to the child in the corresponding lines. For each of the numbered items, if the behavior is not a problem, check “No.” Check “Yes” if the behavior is a problem.

- For **Infant/Toddler** the social-emotional screener is the ASQ-SE. If a child's score is above the cutoff, then a ***Request for Internal Services*** should be completed and sent to the social worker or mental health specialist.
- Once you have completed the screener, add all the items marked "Yes," and place the total in the box labeled "Raw Score," which is in Section III. If the child scores 1 or higher, the teacher will review the screener with the parent. When staff reviews the screener with the parent, staff should inform the parent that this screener focuses on difficulties a child may be having. If parent agrees, staff will make a referral to the school social worker by using the ***Request for Internal Services – Child/ Family*** form.
- Please write the child's score on the ***Request for Internal Services*** form and list the number of each item that was checked "yes" on the screener. For example if a child has 2 items marked "Yes," and the items were numbers 1 and 3, please write his/her score in the following format, e.g., RS =2; (1,3).
- Please follow the distribution instructions at the bottom of the ***Request for Internal Services*** form. The school social worker will follow up on the referral by completing the TABS assessment with the parent and the teacher. Based on the results of the assessment, interventions will be developed as needed.
- If the parent refuses follow-up services, please document his/her refusal of services on the ***Request for Internal Services*** form.

STUDENT SUCCESS TEAM (SST)

A Student Success Team meeting may be called after attempted interventions and accommodations have not been successful in assisting a child who continues to present unusual or difficult behavior(s) in the classroom. The social worker or other appropriate support staff will complete the ***Student Success Team*** form and will distribute copies to those present at the meeting.

A Student Success Team may consist of:

- Classroom teacher
- Child's parent/guardian
- Specialists
- Resource teacher
- Social workers
- Nurses
- Coordinator
- Site principal
- Any other party who may have helpful input

At this meeting parents and educators work collaboratively to identify and implement behavior standards and interventions. Interventions may include:

- Classroom accommodations
- Daily schedule accommodations
- Transition accommodations
- Recommendations for child and/or family counseling
- Adjustment of hours or days of attendance to meet the child's ability to comply with safety & security requirements
- If, after appropriate interventions have been identified and efforts have been made to implement them, the child is still not able to respond to adult interventions, the parent or designated adult may be called to pick up the child after the teacher has consulted with the coordinator.

Classroom expectations are intended to protect the rights of all students and to promote a safe learning environment. The behavior of the child must not interfere with his/her safety and security or that of the other children and adults in the classroom.

The Student Success Team meeting is a home/school partnership process to plan intervention strategies for the child. Lack of cooperation from family or failure to achieve behavioral goals may result in change of placement.

PARENT ENGAGEMENT

PARENT/GUARDIANS INVOLVEMENT IN THEIR CHILD'S EDUCATION

Guidance: State Preschool Funding Terms and Conditions, pages 48-49, Head Start Performance Standards 1304.40(d)(1), 1304.40(e)(1), 1304.50 – 1304.50(d) (1) (ii).

Parent/guardian involvement takes time and commitment on the part of both parents/guardians and all staff in the classroom. However, the payoff for the child, the family and the staff is great! Staff helps parents by making them partners in their child's education. Below are several strategies to enhance parent involvement:

1. Provide all parents with an orientation that includes topics such as program philosophy, program goals and objectives, program activities, and due process procedures (refer to the Parent Policy Handbook).
2. Let parents know they are their child's first and most important teacher and that when they are involved in their child's education, the child does better in school.
3. Personally invite parents to visit the classroom. Encourage them to participate in the classroom, share a talent, a hobby, a custom, an occupation, and collect or make materials at home that can be used in the classroom. Respect and accept what parents have to offer toward active involvement.
4. Help parents reinforce the connection between learning at school and learning at home. Provide them with information about the weekly classroom program and activities they can do at home to enhance this learning. Actively seek parent ideas to incorporate into your lesson plans.
5. Let parents know about the ways they can encourage and support their children:
 - In trying new things
 - In getting to school on time
 - In his/her enthusiasm about learning things of interest
 - In all his/her achievements, large and small
 - In listening to, talking and discussing school activities together
6. Encourage parents to communicate regularly with you through two-way communication and/or informally. Let them know it's important to observe their child and to share important insights with you.
7. Facilitate the early election of PC and PAC classroom representatives and alternates.
8. Post PC and PAC agendas and minutes in the classroom each month.
9. Share transition information at parent meetings for those parents who will have young children transitioning into preschool (e.g., from Early Head Start) and for those children entering kindergarten.
10. Encourage parents to continue their involvement in the education system as an advocate for their children as they transition out of preschool.

POLICY AND ADVISORY COMMITTEES

Guidance: Head Start Performance Standards 1304.50 (a) (1) States that a formal structure of program governance provides parents and other community representatives with the authority and opportunity to participate in shared decision-making concerning program design and implementation. State Preschool Funding Terms and Conditions require that the contractor include a Parent Advisory Committee which advises the program on issues related to services to families and children

All parents of enrolled children are automatically members of the classroom Parent Committee.

Head Start - Policy Committee (PC)

The Head Start Policy Committee (PC) is a group of currently enrolled *parent representatives from all Head Start program options, which include the following program options: Part-Day, Full-Day, Wrap, Preschool Home-Based, Early Head Start center and Home-Based. The committee also includes past parents and community representatives. One PC representative and one alternate representative (to be in attendance at the Policy Committee meetings if the representative is absent) is to be elected by the classroom Parent Committee to represent their class as early in the year as possible. It is expected that they will remain on the Policy Committee throughout the year. If for some reason the PC representative and alternate cannot continue, a new classroom election must be held.

***Note: Before electing your PC representative and alternate, the question must be asked of the parents, “Are they related to any Head Start or Early Head Start staff members?” If so, this becomes a conflict of interest and they are ineligible to be a representative or an alternate.**

Policy Committee meetings are held on a monthly basis. Meeting notices are sent in advance to the representatives and to the classroom to be posted prior to the meeting date. Representatives may be reimbursed for child care and mileage on days attending meetings or assisting on committee/panels by completing a ***Head Start Policy Committee Member Reimbursement*** form. Parents must have a Social Security number or tax ID number in order to receive the stipend. If they do not have one and they need child care we will provide it.

Responsibilities of the Policy Committee involve working within Head Start regulations to assist in the planning, implementing and evaluating the Head Start program. An orientation/training will be held to assist parents with their roles and responsibilities. PC reps are also expected to serve on at least one subcommittee during the year. They are also to report at their monthly class parent committee meetings.

State Preschool/First 5/School-Age Parent Advisory Committee (PAC)

The State Preschool Parent Advisory Committee (PAC) is comprised of parent representatives (and an alternate) who are selected, one per class to represent their class. The committee advises the program on issues related to services to families and children. Meeting notices are sent to classrooms to be posted prior to the meeting date. The representatives should be able to attend monthly classroom parent meetings and to report on information, etc., from the PAC. The State PAC meets three times a year in a joint meeting with Head Start PC. The Parent Advisor notifies all members of upcoming meetings and events.

PARENT COMMITTEE MEETINGS

Classroom/Center

Guidance: Head Start Performance Standards 1304.(a)(2), 1304.50(a)(1), 1304.50(e).

All parents of enrolled children are automatically members of the Parent Committee of each classroom/center. The purpose of the Parent Committee meeting is to provide parents with an avenue to discuss general program information and specific classroom/center concerns. These parent meetings also provide parents an opportunity to become part of the planning team, knowledgeable on program services, family activities, community resources, and to understand and experience child development and growth.

Role of the Teacher with Classroom/Center Committee Representatives

- Offer support and provide the Parent Representative with the opportunity to share information from the Policy Committee, or PAC, during the classroom/center parent meeting
- Model good communication skills and the spirit of cooperation
- Listen to concerns of the Parent Representative and act as a facilitator in resolving issues and finding solutions
- Encourage active involvement in the classroom and during classroom/center parent meetings

Parent input is essential and is welcomed at parent meetings in identifying, establishing and evaluating program goals and developing strategies for meeting them at the local and Policy Committee level. Teachers are expected to follow the guidelines indicated below:

Head Start Part-Day, Wrap, Early Head Start, and Full Day

- Provide a parent orientation as early as possible in the program year to introduce parents/guardians to the Head Start philosophy, curriculum and the importance of parent involvement in the program
- Elect classroom/center officers, Policy Committee Representatives and alternates as soon as possible in the program year
- Conduct a parent/guardian survey to determine the most convenient day/time for the monthly parent meetings
- Hold monthly parent meetings

- Provide assigned Parent Advisor with date/time of the meeting and notify if there is a change in meeting date/time
- Provide parents with a monthly classroom/center calendar indicating parent meetings and other parent activities
- Provide translators for non-English speaking parents/guardians upon request (*A parent/guardian or staff may translate.*)
- Assure that children are supervised during the meeting

Parents are to receive a report from the Policy Committee meetings that are held monthly. In addition, information and/or training in the following areas are required:

- Pedestrian safety (within 30 days)
- Child development
- Curriculum
- Nutrition/safety
- Language and literacy development
- Behavior management/child abuse
- Community resources
- Special needs
- Kindergarten readiness/transition
- Additional training must be provided based on parent surveys

State Part-Day

These classes must hold parent meetings each trimester using the following schedule:

- September – orientation
- January – parent choice, based on survey
- May – transition

Combined Parent Meetings

A.M. and P.M. classes or classrooms at the same site may combine for parent meetings if it is mutually agreed upon. *Note: Preschool classes must be held during their regularly scheduled hours on this day.* Due to differences in funding, State classes choosing to meet separately may not receive additional staff support for interpreting, translating or specific service areas.

All meetings will be held at a time that is mutually agreed upon by parents and staff. Teachers should schedule parent meetings on their assigned SCL's regularly-scheduled day to visit the classroom. The teachers will schedule an appropriate room with the principal.

Teachers are expected to share information at the majority of parent meetings; however, support staff members may also be invited to present in their areas of expertise. The parent advisor and teachers will work together to schedule outside speakers.

All parents must sign in when attending parent meetings on the ***Parent Meeting Sign-In Sheet*** form. All sites will use ***the Parent Meeting Agenda and Minutes*** form for the agenda and to record the meeting/workshop minutes. Teachers are to follow the distribution procedures noted at the bottom of these forms and submit each monthly. The parent advisor will maintain copies in the office.

PARENT RESOURCE AREA

To encourage involvement in each classroom/center, it is required that a specific area be set aside for parent/guardian information and use. Parent areas are to be kept clean and filled with up-to-date material. The assigned SCL will assure that the area is welcoming and well-stocked with current resources and materials.

The Parent Bulletin Board should display (at a minimum):

- Policy Committee and Parent Advisory Committee minutes and announcements
- Classroom/center meeting minutes and announcements
- Parent calendar and monthly classroom/center activities

PARENT SUGGESTION BOX

It is expected that open communication between parent/guardian and teacher will occur frequently. Some parents/guardians, however, may prefer to have their concerns addressed without a phone or face-to-face conversation. Suggestion boxes provide an avenue for these parents to express their ideas and/or concerns. Concerns and/or questions should be addressed by the classroom teacher by one of two methods:

- A written response that is posted on the parent board
- A verbal response presented during a parent committee meeting

PARENT ACTIVITY FUND GUIDELINES

How can the Parent Activity Fund be used?

Programs must be cautioned that the 45CFR, Part 74, Appendix F, prohibits expenditure of grant funds solely for entertainment purposes. Entertainment expenditures are defined as the cost of amusement, diversion, social activities, ceremonials, and incidental cost relating thereto, such as meals, lodging, transportation, and gratuities. It should be noted that the restriction on expenditures applies to activities which are solely for entertainment.

Expenditures for project-related purposes are allowable, even though entertainment may play an incidental part in the activities. Therefore, programs are required to justify the expenditure of parent funds on the basis of project relatedness. For example, a visit by a parent group to a museum can be justified if parents utilize the experience to train parents in ways of providing educational activities for their children in the community. Foods served in conjunction with parent training and seminars can be justified based on the performance standards. Once the program justifies the activity as primarily project-related, with entertainment being incidental, then the related cost of lodging, transportation, refreshments, meals, etc., are also allowable.

How do you receive your Parent Activity funds?

- Parents need to vote on approved activity during a parent meeting.
- Send a *Parent Activity Request* form, along with the parent meeting agenda, minutes, and sign in-sheets, to your coordinator for pre-approval.
- Managers will return the form with approval.
- Teachers can order supplies from Office Depot, or pay for their own supplies and submit a Petty Cash Request. **(All Office Depot orders and Petty Cash requests must be received by the dates listed in the Budget Department's annual year-end memo. Please write Parent Activity Fund on all order forms and receipts.)**
- Each class is allowed \$5 per child (Head Start-funded only).

PARENT GED REIMBURSEMENT PROGRAM (High School Diploma)

Guidance: Head Start Performance Standard 1304.40(b)(1)(iii)

SETA Head Start will reimburse parents of children currently enrolled in a Head Start program for fees paid to acquire a GED. The following requirements must be met:

- Parents can access reimbursement for GED testing each program year.
- The **GED Test Reimbursement Request (Part I)** form and all original receipts must be submitted within 30 days from the last test taken.

- Applicants must show proof they are not receiving any financial aid in order to receive reimbursement. This is accomplished by having the **GED Reimbursement Request (Part II)** form completed by the financial aid office at the GED test site.
- For updated information on how to process these forms teachers should contact the parent advisor.

PARENT CAREER INCENTIVE PROGRAM (College & Training)

Guidance: Head Start Performance Standard 1304.40(b)(1)(iii)

Parents of children currently enrolled in a Head Start program may be eligible for tuition reimbursement for course work completed at accredited schools, colleges, vocational and certificate training programs.

To apply for tuition reimbursement parents will need to complete the **Head Start Parent Tuition Reimbursement** form and the **Statement of Financial Aid** form. Graduate courses are not reimbursable. Parents who hold a four-year college degree will be reimbursed only for undergraduate college courses that relate to Early Childhood Education and/or are required for paid employment at Head Start. For updated information on how to process these forms, teacher should contact the parent advisor.

PARENT ORIENTATION FOR CLASSROOM

Upon enrollment, teachers and/or other support staff will orient families to the many aspects of the program, including policies and procedures and the purpose of the program. At this time they will also assist parents with completing additional classroom forms.

Child development specialists will review and provide a copy of the *Parent Policy Handbook* to parents who are enrolled in the children's centers. Infant/Toddler Center and combo options, Part-Day and Wrap teachers will review during their orientation. Parents are required to sign the last page of the handbook which is placed in the child's classroom file behind the **Family Contact** cover sheet.

Parents sign the last page of the handbook acknowledging receipt and agreement to follow all policies and procedures outlined in the handbook. This page must be filed in the child's green file behind the **"Family Contact"** cover sheet. Additional copies of the **Parent Policy Handbook** may be obtained from the resource teacher.

For Head Start Home-based and Early Head Start Home-based and Combo options, we use a **Parent Agreement Form**, which is reviewed by the home visitor/teacher and signed by them and the parent. It includes expectations for the home visiting portion of the program.

PARENT POLICY HANDBOOK

During orientation, parents sign the last page of the Parent Policy Handbook. By doing so, they are acknowledging receipt of the handbook and agreeing to follow all policies and procedures outlined – including our late pick-up procedure.

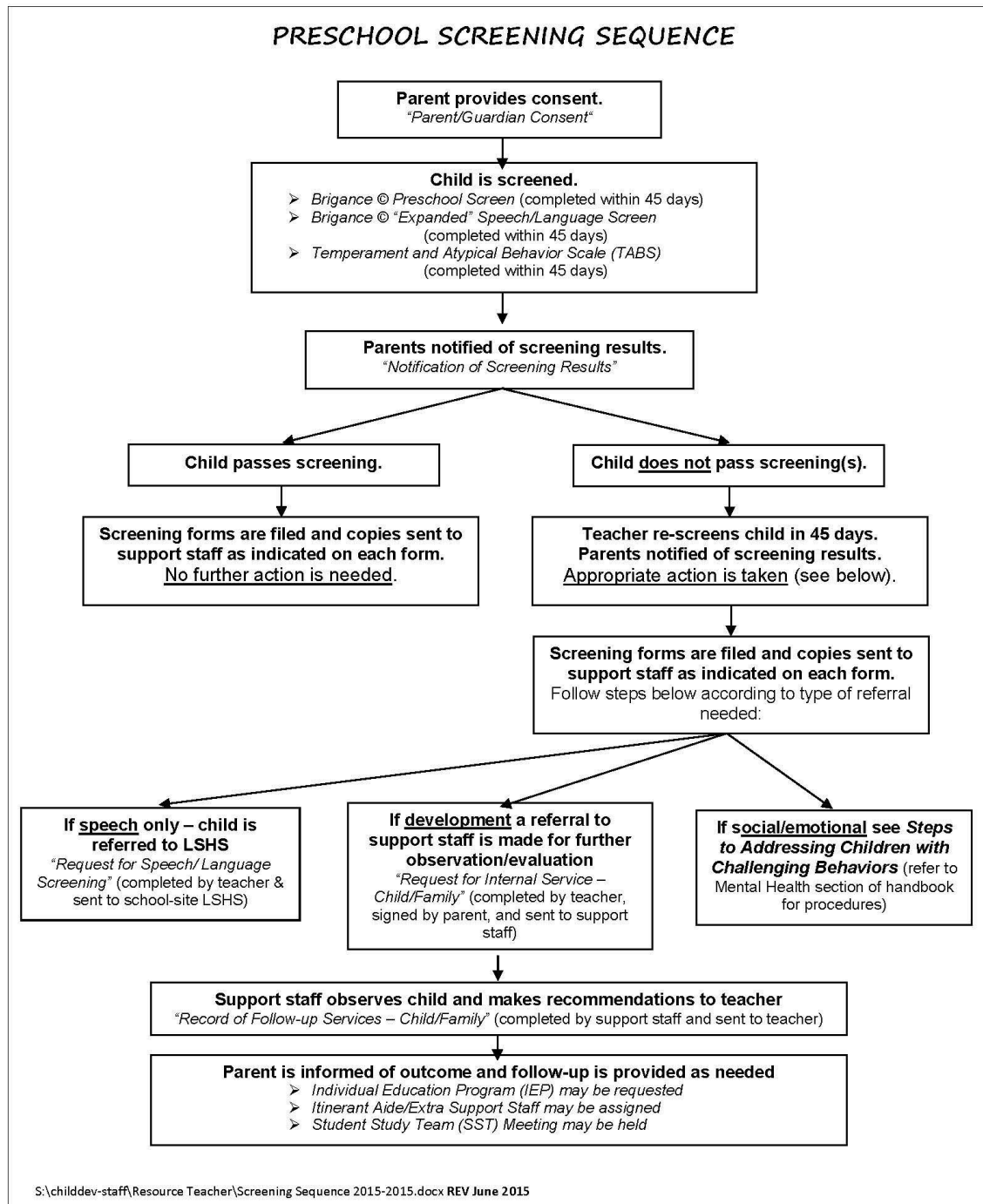
PARENT/ GUARDIAN VOLUNTEERS

Guidance: SCUSD Board Policy

Upon enrollment, the child development specialist (CDS) has the child's parents/guardians complete a **Volunteer Sex Offender Check Authorization** form and a **SCUSD Volunteer Registration** form. These forms will be sent by the CDS to the parent advisor who will forward them to SCUSD Human Resources department.

The parent advisor will notify the teacher of parent/guardian's participation status and return the approved form to be filed in the child's classroom file. Volunteers are also required to have a current TB clearance and proof of immunizations in accordance with Child Development Department adult TB policy.

SPECIAL NEEDS



SPECIAL CONCERNS FORM

Upon receiving a child's file, the teacher is to review the ***Special Concerns Form*** and discuss with individual parents any noted medical needs, dietary needs, special needs, and/or toileting needs. In some cases a staffing meeting may be held prior to the child's first day of class with the parent, teacher and appropriate support staff. Children should not be enrolled until the Special Concern form is signed off and approved by the appropriate staff.

REQUESTING AN OBSERVATION BY SUPPORT STAFF

To request an observation of a child by support staff, the teacher must complete the **"Request for Internal Services – Child/Family"** form. Form is to be signed by the child's parent/guardian. Teachers are to follow the distribution instructions on the form.

STUDENT SUCCESS TEAM (SST) MEETING

The purpose of a Student Success Team (SST) meeting is to develop a plan that will facilitate the success of a child's classroom participation. A parent, teacher or resource staff member may request a meeting by phone or by submitting a ***Request for Internal Services – Child/Family*** form. The meeting typically consists of a support staff member, the teacher and the parent. After the child's strengths and concerns are discussed, the team members discuss and develop a plan of action that will support the child in attaining successful classroom participation. If necessary, appropriate referrals are made.

Examples of SST Intervention

Goal(s)	Intervention(s)
Attend to large group activities (i.e., circle time)	<ul style="list-style-type: none"> • Have child sit next to teacher during circle time • Make frequent eye contact • Ignore inattention and reinforce on-task behavior • Interject frequent music and movement activities into circle time • Reduce the length of time child is expected to stay at circle time
Increase appropriate classroom behavior	<ul style="list-style-type: none"> • Allow child extra time to process requests • Provide immediate intervention to avoid aggressive or destructive behaviors • Provide tokens to reinforce appropriate behavior • Allow child to utilize "quiet area" to calm self when over-stimulated
Increase use of expressive language	<ul style="list-style-type: none"> • Get down to child's level when talking • Verbally name objects, people, and actions • Model the use of single words or short phrases • Give clear, concise messages when talking • Describe your actions and/or the child's actions • Expand child's utterances by adding additional words/comments
Independently participate in classroom activities	<ul style="list-style-type: none"> • Provide verbal and physical comfort to child upon parent's departure • Allow child time to observe others and then, when appropriate, help him/her enter play • Break work into small segments or tasks • Keep directions simple • Allow child extra time to get from one place to another • Inform child in advance of changes in routine

INDIVIDUALIZING –Planning/Doing/Recording

There are two classroom planning records that are used for individualization:

- The **“DRDP Classroom Planning Record for Individualization”** provides a system for you to record individual needs of children obtained from the DRDP assessments.
- The **“Additional Goals – Classroom Planning Record for Individualization”** provides a similar system for you to record individual needs of children obtained from IEP’s, SST’s and other sources, such as: screenings, observations, and input from parents.
- **Individualizing for Children with an SST**
Student Study Team (SST) meeting is conducted by the Child Development Department’s social worker and is attended by the child’s parent(s), teacher, and various support staff. The purpose of the meeting is to determine ways in which parents and school staff can support a child who is displaying emotional, social, and/or behavioral difficulties in the classroom. Goals and classroom adaptations are often identified during this meeting. The SST & IEP Classroom Accommodations Record provides a way to document on-going accommodations that you make to your daily activities and interactions with the child.

UNDERSTANDING THE IEP PROCESS

Guidance: Head Start Performance Standards 1308.1 – 1308.21

An **IEP** is a child’s **Individualized Education Program**. It is a legal document that determines the type and duration of special education services that will be provided to a child with special needs. During the IEP meeting, assessment reports are read, goals are written, services are discussed, and a special education plan of service delivery is developed.

Under federal and state laws, each school district is mandated to provide special education and services for all eligible children with exceptional needs between the ages of three and five years of age. Refer to the preschool screening sequence.

When possible preschool teachers will participate in IEP meetings for children enrolled in their classes. It is during this meeting that a team of professionals, along with the parent/guardian, will develop a legally binding plan to provide services.

You bring the teacher’s perspective and have insight regarding the child’s classroom performance. Be prepared to present the following information about the child in an organized professional manner:

- Results of preschool screenings
 - General development - *Brigance®*
 - Speech and language development
 - Temperament and Atypical Behavior Screener (TABS)
- Child’s strengths
- Teacher’s concerns
- Child’s quality of interaction with other children:
- Child’s quality of interaction with classroom materials
- Child’s participation in classroom activities (e.g., transitions, following classroom rules and following classroom routines).

Teachers unable to attend the IEP meeting should fill out an IEP preparation form and give it to the special education staff.

Parent’s requesting special education testing must do so in writing. Those requests must be immediately forwarded to the special needs coordinator.

Students residing outside of SCUSD boundaries will need to be assessed by the school district of residence.

SUPPORTING THE PARENT WHO DECLINES SERVICES

Sometimes family members may choose not to pursue resources when they first hear you have concerns about their child; or they may be open to information yet not take action immediately.

Staff must remember that everyone moves at a different pace and accepts information differently. These differences are often greatly influenced by a family's emotional response, which greatly affects what they are able to hear and understand. Processing and integrating this information will take time. The idea that their child may be different from other children is hard for some families to accept. Unless behavioral or other issues, such as medical urgency, make it impossible to care appropriately for the child without assistance, we must allow a family to proceed on its own timeline.

Our role under these circumstances is to support a family in understanding the information that has been shared, to repeat the information whenever necessary, and to remind them that additional resources and information are available whenever they want it.

STUDENTS WITH IEP/IFSPs

An IEP is a child's **Individualized Education Program** and an IFSP is a child's **Individualized Family Service Plan**. It is a legal document that determines the type and duration of special education services that will be provided to a child with special needs. The child's classroom file must contain the latest copy of the IEP. If the parent or school-site special education staff does not provide a copy, call the special needs coordinator and one will be provided. File a copy of the IEP behind the section of the child's file labeled, "Special Needs."

While special education has the primary responsibility of meeting a child's IEP goals, you are expected to work collaboratively with the special education staff to support this effort. You are the service.

When you receive a copy of the IEP, review the goals and objectives pages. Look for ways to incorporate individualized activities that address the child's identified goals. Document any accommodations and/or individualized activities in the Lesson Plan Book, SST and IEP Accommodation Record, and on the lesson plans. Early intervention and collaboration between teachers and parents make a big difference in the nature of the outcome for the child. Resources are available from our preschool office. If you would like additional assistance, contact your resource teacher or the special needs coordinator.

- After the IEP meeting is held, you should meet with the special education teacher to determine ways in which you can support the child's IEP goals in your classroom. She/he can assist you in identifying goals to include on the IEP/SST Accommodation Record.

CONFIDENTIALITY

Guidance: Head Start Performance Standard 1308.6(e)

IEPs (including medical or special education assessment reports) are confidential. This information is to be kept in the child's classroom file behind the "Special Needs" cover sheet. Files are only accessible to staff who have a valid reason to review. Files that are removed from the file cabinet must be signed out on the **Classroom File Review Log**. Cabinets containing classroom files must remain locked when not in use.

"DIS LOG"—DESIGNATED INSTRUCTION SERVICE

Guidance: Community Care Licensing 101229.1, Head Start Performance Standard Head Start is required to have a tracking system that assures that special education services are provided in accordance with the child's IEP. In addition, CA State Licensing requires that any child enrolled in a preschool program be accounted for at all times.

Once a child has been assessed through the IEP process, he or she will likely receive services during preschool class time. These services are called Designated Instruction Service (DIS). The school-site speech teacher, or other special education staff, will work out a schedule with you to ensure the child's availability to receive the necessary special education services.

All special education staff providing services to preschool children enrolled in the Child Development Department must sign the **DIS LOG**. Services may be provided in the classroom or in another area of the school site. **When a child is removed from the classroom to receive special education services, the special education teacher must sign the child out, indicating time and date.**

Important things to remember:

1. It is the preschool teacher's responsibility to ensure that special education staff completes the **DIS LOG**.
2. Full names should be used for both children and special education staff.
3. The **DIS LOG** is to be placed in the back of the classroom's Sign/in-out Binder behind a tab labeled "DIS."
4. The **DIS LOG** is to be turned in to the special needs coordinator, Box 715, at the end of **each month**, whether filled out, or blank due to no visits.
5. The top portion of the form must be completed with:
 - Site name
 - Teacher
 - Month

***Notify the special needs coordinator and the child development specialist whenever a child has a new or updated IEP (this is important information for our funding agencies).**

MEAL SERVICE

Guidance: Head Start Performance Standard 1308.20(c)

Children with special needs must be included in meal and snack times with classmates. Check with the program nurse if the child requires a specialized diet or modification to size and texture of food

ACCESSING SERVICES FOR A YOUNGER SIBLING AT RISK FOR SPECIAL NEEDS

Sometimes parents need help in accessing services for other children in the family. If the child is under the age of three, he/she may be assessed through ALTA Regional or the County Office of Education Infant Development Program.

The best, and easiest, way to access services is to contact WarmLine Family Resource Center at 631-7995. WarmLine provides resources support services for families of infants and young children with special needs.

ADDITIONAL IMPORTANT INFORMATION

ATTENDANCE, STAFF -REPORTING

Absence Reporting

All Staff are to call the appropriate CD Specialist to report your absence *prior to 8:00 am* on the day of absence (*Certificated 643-7850 / Classified 643-7802*).

1. When calling in be sure to state:
 - your first and last name,
 - the reason for your absence (i.e. illness, personal necessity, etc.) and
 - the dates and hours you will to be out.
2. **Teachers, Instructional Aides, and Child Care Attendants** are to report their absence on Aesop, whether or not a substitute is required.
3. If you are notifying the department that you will be arriving late to work, but you are unsure what the exact time of your arrival will be, state that this is an *approximate time*. When you arrive at work, immediately notify the CD Specialist of the time of your arrival by e-mail or by phone.

Form 12

Upon returning to work you are to complete an Employee Absence Report (Form 12) for all absences, including approved vacation usage. Submit this to the appropriate CD Specialist.

- When using Bereavement, documentation must also be provided (i.e. death notice, obituary or funeral program), and state relationship.
- When using Emergency, please describe the reason for the emergency in the space provided.
- When on Jury Duty, remember to attach your jury receipt slip.

Vacation Usage

All staff eligible for vacation, must submit a Vacation Request form to their manager for approval *prior to the planned absence*. If approved, the Manager or Director will submit the Vacation Request Forms to the CD Specialist for payroll purposes.

- ❖ Be sure you have a copy of the approved Vacation Request form before taking the time off.
- ❖ *If you have not received a copy of the approved request, you need to call your manager for verification of approval.*

Changes In The Work Schedule (i.e. adjusting work hours for that day, shorter lunch period, etc.)

- It is the employee's responsibility to get the manager's signature on their timesheet to demonstrate that pre-approval was granted for a change of work hours.
- If a change of hours is recorded on a timesheet, and no documentation indicating the manager's approval is provided when the timesheet is submitted, that change will not be considered "approved."
- A Form 12 will be requested for any unapproved, missed time outside of an employee's normal shift.

Timesheet

Completed timesheets are due to the CD Specialist the last day of every month. You may scan and email to your CD Specialist or fax to 399-2057. If you don't turn in your time sheet when it's due, your manager will contact you.

- ❖ For staff recording absences in Aesop – timesheets **must** match information entered into Aesop.

ATTENDANCE – STUDENT REPORTING

Unexpected absences:

The Parent Policy Handbook directs parents to call the classroom when their child is going to be absent. In the event a parent does not call, the teacher will call daily to determine the reason for the absence and document contact on Family Contact sheet and absences reason in Child Plus or Attendance sheet. If the teacher is unable to contact the parent by the third day, the teacher should call all numbers on the emergency card to contact the family. By 5th day of no show/no call or 5th day of an unexcused absence, teacher notifies the CDS who will send the Notice of Action.

Student Attendance Monitoring:

At the end of each month, each CDS will run a report of all children whose attendance is below 90% and send families a Sporadic Attendance letter. Reports listing children with attendance concerns will also be sent to the classroom teacher, support staff and management. Children whose attendance is below 90% for three consecutive months will be scheduled for a SST.

ATTENDANCE REPORTING FOR HEAD START

When a new child starts, the classroom teacher will:

- Write the child's "entry" date on the **Enrollment Cover Sheet**.
(The Data Information Technician will send a report to the teacher the first week of the following month which will indicate the date the teacher should write on the **Enrollment Cover Sheet**.)
- Enter child's attendance **daily** into Child Plus. Child Plus attendance will close on the following Tuesday and you will not be able to make changes. You will no longer be able to wait and enter attendance at the end of the month.
- Indicate the child is absent by choosing "unexcused" unless the reason for the absence is known. Once the teacher knows the reason for the absence, chose "excused" and the reason from the drop down menu. If all the students are present, the teacher still need to open Child Plus and click on the date to let the system know everyone is present.
- At the end of each month, turn in nutrition sign-in sheets to the CDS at Serna.

New performance standards require the department to monitor student attendance daily. It is important that attendance is correct and up to date.

ATTENDANCE REPORTING FOR STATE

At the end of each month, the CDS prepares and sends to the classroom a **State Attendance Sheet** for each child. Teachers are to put these sheets in a **Sign-In/Out Binder** on the first day of each month. The following procedures must be followed:

- Parents, or designated adult, are to sign-in and sign-out daily indicating the actual arrival time and pick-up time for each child.
- The parent's signature must be complete (no initials).
- No white-out is to be used on the sheet.
- No highlighting on State form
- No arrows/lines are to be used in place of a signature.
- If a parent signs on the wrong line or page, the signature should be lined out (single line) and a new signature entered on the correct line or page.
- If a child is absent, the parent must indicate the reason for the absence ("family emergency" and "best interest" will need an explanation) and sign a complete signature for that day.
- Teachers are responsible to ensure that there is a parent signature for every contracted day, and a reason for absence written for each day a child is absent.

- Attendance sheets for part-day and Wrap programs are to be turned in to the registration centers no later than 4:00 p.m. on the first day of each month. Children's Centers will have their attendance sheets picked-up by the CDS.
- A back-up plan must be in place in the event the classroom teacher is unable to complete the attendance and turn it in on time. There should be at least two people (teacher and instructional aide) in each classroom that can complete the report.



Note: Child development specialists will no longer sign attendance sheets (per CA Title 5). Teachers must, therefore, ensure that attendance sheets are complete before turning them in.

The State data information technician at Serna prepares and submits a monthly report to the State using information from classroom attendance sheets. When attendance sheets are turned in late, and/or incomplete, the entire department's report is late. **It is important that our report to the State be turned in on time.**

DON'T HOLD UP THE STATE REPORT BY SUBMITTING YOUR ATTENDANCE LATE!!!!

SIGNING CHILDREN IN & OUT OF CLASSROOM

The classroom teacher is responsible for the health and safety of all enrolled children. This responsibility begins when the parent/guardian signs the child in and ends when the child is signed out. For this reason, a parent must sign a child IN upon arrival and OUT upon departure. **A parent must not sign a child in and out at the same time** (e.g., signing both "in and out" when they first arrive in the classroom).

The parent/guardian must designate someone (at least 18 years old) to drop off or pick up, and indicate their name on the emergency card. In the event the parent requests to have a relative who is as young as 16 pick up the child (e.g., an older sibling attending high school at the site who cares for the child after school), the teacher must call the coordinator for approval. Consideration for approval will be made on a case-by-case basis. Only enrolled children may be signed in and left at preschool.

ACCIDENT REPORTING

STUDENT: Guidance: Title 22, Community Care Licensing Section 101226

Minor Accident – While at school if a child sustains a cut, scrape, abrasion, or bruise (on body, not head), do the following:

- Follow *Universal Precautions*.
- Wash hands and put on gloves.
- Wash injury with soap and water and pat to dry.
- Apply Band-Aid and/or ice pack as needed.
- Complete a **Child Accident Report**, as follows:
 - Complete the report thoroughly and accurately (the staff person who witnessed the accident should complete the report).
 - Complete the facts section on the top section of the report.
 - Provide a brief description of the injury, e.g., fell and skinned left knee.
 - Provide a brief description of the first aid applied, e.g., ice applied to upper lip.
 - Provide the parent with the yellow copy —the day the accident occurs!
 - File the white copy in the child's file in the *Family Contacts* section.

Whenever the classroom teacher states a child should be seen by a medical professional (accidents beyond a simple Band-Aid) due to an accident and/or injury at school, the district requires the submission of a **Report of Incident or Student Accident** (District Form: RSK-F103A), as follows:

- Complete the report thoroughly and accurately. The staff person who witnessed the accident should complete the report.
- Follow the distribution directions that are indicated on the bottom of the form.

- Send one copy to your coordinator—the day the accident occurs!
- Call your assigned coordinator the day of incident.



Note: This information is confidential and privileged and will only be used by the district's attorneys, agents, and representatives; in no instance should a copy be provided to a parent or other person. Refer inquiries to Office of Risk Management or School's Insurance Authority (SIA).

Head Injury: While at school, if a child sustains a bump or blow to the head, face, or scalp, do the following:

- Follow *Universal Precautions*.
- Provide first aid as needed, i.e., wash injury with soap and water, apply sterile dressing, apply ice pack.
- **Call the parent!** Explain the injury, treatment, and condition of the child. Let the parent decide what action should be taken, i.e., the parent may pick up the child or the child may remain at school.
- Complete a ***Bumps and Blows on the Head*** (Health Services form) and provide the parent with a copy. This must be done on the day the accident occurs!

Major Accident – While at school, if a child sustains a major laceration, large area of swelling, or is in severe pain, do the following:

- Follow *Universal Precautions*.
- Calm the child.
- See procedures for serious accident or illness.
- If needed, wash your hands and put on gloves.
- Wash the injury with soap and water.
- For severe cut or bleeding, apply sterile dressing.
- Call the parent.
- Call your coordinator and call or email your assigned nurse.
- Complete a ***Report of Incident or Student Accident*** (District Form: RSK-F103A).
- Complete an ***Unusual Incident/Injury Report***.

Type of incidents that need to be reported to licensing include the following:

- Death of any child from any cause
- Any injury to any child that requires medical treatment
- Any unusual incident or child absence that threatens the physical or emotional health or safety of any child
- Any suspected physical or psychological abuse of any child
- Epidemic outbreaks (including two lice infestations)
- Poisonings
- Catastrophes
- Fires or explosions that occur in or on the premises

Steps to follow when issuing an ***Unusual/Injury Report***:

- Complete this report thoroughly and accurately, including parties notified on the reverse.
- Send a copy to the coordinator for review— the day the incident occurs!
- Consult with your coordinator if you have questions regarding the need to report.
- Retain a copy of the report for the classroom licensing file.
- The coordinator will notify (fax or phone) the report to licensing by the next working day, and will send the original report within seven (7) days of the occurrence.
- The coordinator will forward all copies of the report to the central office for filing.

NON-STUDENT/ADULT

- Follow *Universal Precautions*.
- Apply first aid, if needed.
- Call your coordinator.
- Complete a **Report of Incident or Student Accident** (District Form: RSK-F103A), as follows:
 - Complete this report thoroughly and accurately.
 - Send copies of the report as directed on the form.
 - Send a copy to your coordinator and retain a copy in the site file.
 - The coordinator will forward a copy of the report to the central office for filing.
- If staff member, follow Worker's Compensation guidance.



Note: This information is confidential and privileged and will only be used by the District's attorneys, agents, and representatives. In no instance should a copy be provided to a parent or other person. Refer inquiries to Office of Risk Management or School's Insurance Authority (SIA).

EMPLOYEE: Worker's Compensation

Guidance: (SCUSD Board Policy 4157.1BP/AR, Work Related Injuries)

When an employee is injured on the job, the employee must report the incident immediately, as noted below. In order to take care of the employee and also comply with the law, it is essential that the district procedures be followed.

- **Reporting Procedure: During school days (Monday through Friday from 8:00 a.m. to 5:00 p.m.)**
 - Employee must report all work-related injuries directly to their supervisor, site administrator, or designee as soon as possible.
 - Employees will be instructed to contact the EIN (Early Intervention Nurse) immediately at **643-9299** to obtain further information and instructions.
 - If medical treatment is necessary, contact the EIN who will give instructions on obtaining a **Physician's Packet** from a supervisor, administrator, or designated person and provide information on scheduling a doctor appointment at a Designated Medical Treatment Provider.
- **Reporting Procedure: After hours and on weekends**

Employees working after hours and/or weekends should report to their immediate supervisor as soon as possible.

ANIMALS IN THE CLASSROOM

Sacramento City USD Board Policy – Animals at School

Guidance: BP 6163.2, "The Governing Board recognizes that animals can be an effective teaching aid. In addition, instruction related to the care and treatment of animals teaches students a sense of responsibility and promotes the humane treatment of living creatures. Animals may be brought to school only for educational purposes, subject to rules and precautions specified in administrative regulations related to health, safety and sanitation. These rules and precautions are to protect both the students and animals."

Teachers must have prior approval before any animal is brought into the classroom.

CELL PHONES AND ELECTRONIC DEVICES

Staff members are not to use personal cell phones to conduct personal business during work time. **This includes receiving and sending text messages.** Staff may not wear or carry personal cell phones or "hands-free" devices while in the classroom or out on the playground. Staff members are not to use computers, cell phones, district phones, or tablets for personal business except during break-time.

CHILD ABUSE REPORTING

The State of California Child Abuse and Neglect Reporting Act (Penal Code Section 11166, et seq.) requires all mandated child abuse reporters to report known or suspected child abuse or neglect to the proper authorities. The following is an excerpt from Penal Code Section 11166:

...a mandated reporter shall make a report...whenever the mandated reporter, in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. The mandated reporter shall make a report...immediately or as soon as is practicably possible by telephone, and the mandated reporter shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

..."reasonable suspicion" means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect. For the purpose of this article, the pregnancy of a minor does not, in and of itself, constitute a basis for a reasonable suspicion of sexual abuse.

Persons Mandated to Report Child Abuse (Penal code Section 11166)

For the purposes of the reporting law, all educators, school employees, and college intern/trainees are mandated reporters. An amendment to the law in 2000 redefined mandated reporters to include all classified employees of any public school in addition to teachers, aides, administrators, and others. Training for mandated reporters is provided by the District; however, the absence of training shall not excuse a mandated reporter from the duties imposed under reporting laws. Volunteers whose duties require contact and supervision of children should also obtain training. (Penal Code Section 11165.7.)

Definitions and Types of Child Abuse

The term "child abuse or neglect" includes:

- Physical Abuse
- Neglect
- Sexual Abuse
- Willful Cruelty or Unjustifiable Punishment
- Unlawful Corporal Punishment

Physical Abuse means a physical injury, which is inflicted by other than accidental means on a child by another person. (Partial excerpt from Penal Code section 11165.6.)

Neglect means negligent treatment or maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare, and includes both acts and omissions on the part of the responsible person.

Severe neglect means the negligent failure of a person having the care or custody of a child to protect the child from severe malnutrition or medically diagnosed nonorganic failure to thrive, and includes those situations of neglect where any person having the care or custody of a child willfully causes or permits the person or health of the child to be placed in a situation such that the child's person or health is endangered, including the intentional failure to provide adequate food, clothing, shelter or medical care.

General neglect means the negligent failure of a person having the care or custody of a child to provide adequate food, clothing, shelter, medical care, or supervision where no physical injury to the child has occurred. (Penal Code Section 11165.2.)

Sexual Abuse means sexual assault or sexual exploitation.

Sexual Assault includes: rape, statutory rape, gang rape (or rape in concert), incest, sodomy, lewd or lascivious acts upon a child or minor, oral copulation, sexual penetration, child molestation and intentional masturbation in the presence of a child.

Sexual exploitation includes preparing, selling or distributing matter depicting a minor engaged in obscene acts; knowingly promoting, aiding or assisting, employing, using, persuading, inducing or coercing a child or any person responsible for a child's welfare who knowingly permits or encourages a child to engage in, or assist others to engage in, prostitution or a live performance involving obscene sexual conduct, or to pose or model alone or with others for purposes of preparing a film, photograph, negative, slide, drawing, painting or other pictorial depiction involving obscene sexual conduct; and knowingly depicting a child in, or knowingly developing, duplicating, printing or exchanging any film, photograph, video tape, negative or slide in which a child is engaged in an act of obscene sexual conduct. (Penal Code Section 11165.1.)

Willful Cruelty or Unjustifiable Punishment means a situation where any person willfully causes or permits any child to suffer, or inflicts thereon, unjustifiable physical pain or mental suffering, or having the care or custody of any child, willfully causes or permits the person or health of the child to be placed in a situation such that the child's person or health is endangered. (Penal Code Section 11165.3.)

Unlawful Corporal Punishment means a situation where any person willfully inflicts upon any child any cruel or inhumane corporal punishment or injury resulting in a traumatic condition. It does not include an amount of force that is reasonable and necessary for a person employed by a public school to quell a disturbance threatening physical injury to person or damage to property, for purposes of self-defense or to obtain possession of weapons or other dangerous objects within the control of the pupil (Education Code Section 49001), or that is necessary to maintain order, protect property, protect the health and safety of students, and maintain conditions conducive to learning (Education Code Section 44807). (Penal Code Section 11165.4.) In addition, any mandated reporter who has knowledge of, or reasonable suspicion of, mental suffering that has been inflicted upon a child, or that a child's emotional well-being is endangered in any way, **may** report the known or suspected instance of child abuse or neglect. (Penal Code Section 11166.05.)

Reporting Procedures

As mandated reporters, all school employees must report the known or suspected incidence of child abuse or neglect to the appropriate agency **immediately** or when practically possible **by telephone**. (Penal Code Section 11166.)

The following information must be provided at the time of the telephone call:

1. Name, business address and telephone number of the mandated reporter, and the capacity that makes the person a mandated reporter;
2. The child's name and address, present location and, where applicable, school, grade and class;
3. The names, addresses and telephone numbers of the child's parents/guardians;
4. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source or sources of that information; and
5. The name, address, telephone number, and other relevant personal information about the person or persons who might have abused or neglected the child. The mandated reporter must make this report even if some of this information is not known or is uncertain to him or her. (Penal code Section 11167.)

The telephone call **must** be followed within **36 hours** by a written report to the same agency to which the telephone report was made. (Penal Code Section 11166.)

1. Children's Protective Services (24 hr. number)

(916) 875-KIDS (5437)

3701 Branch Center Road
P.O. Box 269057
Sacramento, CA 95826-9057

This is the agency to call for in-family suspected abuse (including live-in non-related persons) for which law enforcement is not immediately needed.

2. Sacramento City Police Department

(916) 264-5471

Child Abuse Section
5770 Freeport Blvd. Ste 100
Sacramento, CA 95822

This is the agency to call for suspected abuse by non-family persons (neighbor, childcare provider, etc.), or if an immediate response is required for incidents occurring **within** city limits.

3. Sacramento County Sheriff's Department

(916) 874-5115

Sheriff's Dispatch
711 G Street, Room 304
Sacramento, CA 95814

This is the agency to call for suspected abuse by non-family persons (neighbor, childcare provider, etc.), and which occurred **outside** city limits or if an immediate response is required.

Report Form

Department of Justice form SS8572 (Rev. a/93), Suspected Child Abuse Report is required (Penal Code Section 11168.) These reporting forms can be obtained online at <http://www.sacdhhs.com/article.asp?ContentID=1786>. The online form is accessed by obtaining a code when you phone your report.

1. The reporting party should fill in the form completely, using the address and telephone number of their work site.
2. Submit one copy to the child protective agency to which the telephone report was made.
3. Submit one copy to the Health Services Department within one working day (Mail Box #764) to be maintained in a confidential file by the Coordinator of Health Services. **NO OTHER COPIES ARE TO BE KEPT ON SITE OR FOR PERSONAL RECORDS.**
4. Notify the site principal and the director/supervisor of your department of the report.

The person reporting the suspected child abuse or neglect has the option of deleting his/her name from the copy that is sent to the Health Services Department. However, the Health Services copy verifies that the reporter has complied with the law for mandated reporters.

The report should be typed, if possible. Make a photocopy and submit the photocopy to Health Services Department (Mail Box 764).

For reports sent to Children's Protective Services, the reporting party should receive a written response from the investigating social worker. This written response should be forwarded to Health Services Department (Mail Box 764) to be attached to the Health Services copy of the original report.

CONFIDENTIALITY MANDATES

Interview at School: When a representative of Children's Protective Services deems it necessary, a suspected victim of child abuse or neglect may be interviewed at school. The child is given the option of being interviewed in private or selecting any adult school employee or volunteer aide to be present at the interview. The purpose of having a staff member at the interview is to lend support to the child and help him/her feel as comfortable as possible. The Staff member cannot participate in the interview or discuss the facts or circumstances of the case with the child, and is subject to confidentiality requirements. (Penal Code Section 11174.3.)

Identity of mandated reporter: The identity of all persons who are mandated reporters who report child abuse or neglect shall be confidential and disclosed only among: agencies receiving or investigating mandated reports, the district attorney in a criminal prosecution or an action initiated under Welfare & Institutions Code Section 602 arising from alleged child abuse, counsel appointed pursuant to Welfare & Institutions Code Section 317 (c), county counsel or district attorney in a proceeding under Family Code Section 7800 or Welfare

& Institutions Code Section 300, a licensing agency when abuse or neglect in out-of-home care is reasonably suspected, or when the mandated reporter(s) waive confidentiality, or by court order. (Penal Code Section 11167.)

Reports of Suspected Child Abuse or Neglect: Required reports of suspected child abuse or neglect and the information contained in those reports are confidential and may be disclosed only to: persons or agencies to whom disclosure of the identity of the mandated reporter(s) is permitted, persons or agencies to whom disclosure is permitted under Penal Code Section 11170(b), persons or agencies with whom investigations of child abuse or neglect are coordinated under Penal Code Section 11174, multidisciplinary personnel teams as defined in Welfare & Institutions Code Section 18951(d), persons or agencies responsible for the licensing of facilities which care for children, and other identified persons and agencies. (Penal Code Section 11167.5.) A violation of any of these confidentiality provisions is a misdemeanor punishable by up to six months in jail or by a fine of \$500, or both. (Penal Code Section 11167.5.)

FAILURE TO REPORT

The mandated reporter who fails to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months in jail or by a fine of \$1000, or both. (Penal Code Section 11166(b).) Educators who fail to report may also risk loss of their license or credential (Education Code Section 44421.) In addition, a failure to report may result in personal civil liability. (Landeros v. Flood (1975) 17 Cal3d 399.)

When two or more mandated reporters have knowledge of a known or suspected instance of child abuse or neglect, the telephone and written reports may be made by one person selected by mutual agreement. However, if the selected person fails to report, then the other person is responsible and held liable for reporting. (Penal Code Section 11166(f).)

The reporting duties are individual. No supervisor or administrator may impede or inhibit the reporting duties and no person making a report shall be subject to any sanction for making the report. Internal procedures to apprise administrators and supervisors of reports may be established; however, they cannot require any employee to disclose his or her identity to the employer. Reporting possible child abuse or neglect to an employer, supervisor, principal, school counselor, coworker or other person does not substitute for making a mandated report. (Penal Code Section 11166(g).)

IMMUNITY FROM CIVIL OR CRIMINAL LIABILITY FOR MANDATED REPORTERS

No mandated reporter shall be civilly or criminally liable for any required report. Any other person reporting known or suspected child abuse or neglect shall not incur civil or criminal liability unless it can be proven that a false report was made and the person knew that the report was false or was made with reckless disregard for the truth or falsity of the report and, in that event, the person is liable for any damages caused. (Penal Code Section 11172.)

If you have any questions regarding this memorandum, please call the Health Services Department at (916) 643-9412.

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. When parents request to provide something special for a birthday or a celebratory event, it is the teacher's responsibility to ensure that parents conform to the department's nutrition policy— no food from outside is to be brought into the classroom and served to the children. Parents should be encouraged to complete a **Celebration Reservation** form which identifies the day of their child's birthday or special occasion and what non-food items they will bring to the classroom.

When the teacher is considering planning a classroom celebration, such as a multi-cultural, holiday or year-end event, the teacher must first submit a **Classroom Celebration Pre-Approval Form** to the manager for Pre-

Approval. This permission form identifies the elements of the celebration and creates the opportunity for dialog to take place prior to the event to help ensure all policies, rules and regulations are adhered to.

CLOSING CLASSROOM/CENTER IN AN EMERGENCY

In an emergency (e.g., gas leaks, flooding, and fire hazard, HVAC failure), it may be necessary to close a classroom/center for a portion or all of the day. **The Child Development director determines whether or not a classroom/center may be closed. In her absence, the decision may be made by a coordinator and the school-site principal.** If the classroom/center is closed, it is the responsibility of the teaching staff to notify the parents/guardians and to post a notice to that effect at the classroom/center. Center staff may be assigned to complete their workday at the Serna Building or another Child Development location.

COMMON PLANNING TIME (CPT)

To be determined.

COMPENSATORY TIME OFF

Staff members should check with their individual bargaining units regarding the earning and usage of CTO.

- Teachers earn CTO at a straight time rate.
- **Classified staff earns CTO at 1.5 times when working in addition to an 8 hour day or in addition to a 40 hour week.**
- Staff members should check with their coordinator regarding the maximum number of CTO hours that may be accrued.
- An authorizing signature is required in ADVANCE for each line item indicating the accrual of time (except in those emergency situations which involve health, safety or security).
- An authorizing signature is required in ADVANCE for each line item indicating the usage of time.
- All CTO hours earned and used must be recorded on the ***Compensatory Time Tracking*** form (not on a staff's monthly timesheet). If not recorded properly, the employee will be charged "PN" for any missed time.
- Accrued CTO hours should be used as soon as possible to minimize the impact that a prolonged absence might have in the workplace.

COMPLAINT PROCEDURES

Informal Department Level – The goal of the Child Development Department's *Informal Complaint Procedure* is to provide quick response and resolution to complaints that can be addressed at the department level.

Complaints and concerns frequently arise out of a lack of communication among parties involved. In many cases, these 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 concerns prior to filing a complaint under this procedure. Specific procedures are indicated on the parent handout, *Informal Complaint Procedure*. Parents may choose to complete the ***Informal Complaint Form***.

The informal complaint procedure is outlined in the Parent Handbook and is reviewed annually with two parent groups, the Head Start Policy Committee (PC) and the Parent Advisory Committee (PAC) for State programs.

Formal District Level – SCUSD Uniform Complaint Procedures

If a parent/guardian has a concern that he/she feels has not been addressed adequately through the Child Development Department's informal complaint procedure, he/she can file a ***Human Resource Services Complaint Form*** (PSL-F089) with the school district. Specific procedures regarding this process are indicated on the brochure, ***Uniform Complaint Procedures***.

A copy of the complaint form may also be obtained from the department's parent advisor, school community liaison, or the district's web site (www.scusd.edu).

CONFIDENTIALITY

Head Start Performance Standards

Guidance: 1304.52(h)(1)(ii), 1308.6(e)(4) “...follow program confidentiality policies concerning information about children, families, and other staff members...”

Program Standards require that confidentiality be maintained. Parents/guardians and children have a fundamental right to privacy and confidentiality. Children’s files must be kept in a **locked** file cabinet and only available to approved staff (i.e., teachers, instructional assistants, nurses, SCLs, social workers, resource teachers and administrators). Staff must sign the **Classroom Child Record Review Log** when viewing files.

Staff must also ensure confidentiality by not:

- Disclosing personal information regarding a child or family with other children, or parents
- Discussing a child or family with staff members who do not have a demonstrated need for the information in order to perform their jobs
- Employees must refrain from unauthorized disclosure of confidential information and falsifying, or collaborating in a falsification of any document or record of the program.

DONATIONS

Teachers must obtain coordinator approval before accepting donations (e.g., equipment, computers, and/or furniture).

DRESS AND GROOMING

Guidance: (SCUSD Board Policy 4119.22)

“... The Governing Board believes that since teachers serve as role models, they should maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming. The Board encourages staff during school hours to wear clothing that demonstrates their high regard for education and presents an image consistent with their job responsibilities. Clothes that may be appropriate for shop instructors or gym teachers may not be appropriate for classroom teachers.”

E-MAIL GUIDELINES

Guidance: SCUSD Board Policy 4040, & memo from Sally Savona 3/12/10

- **Must be checked daily**
- Employees shall use the system only for purposes related to their employment with the district. Commercial, political, and/or personal use of the system is strictly prohibited.
- The use of signature lines should include name, title, phone number, etc.
- Confidentiality notice/disclaimers are allowed.

EMERGENCY CARDS FOR CHILDREN

A new “**Emergency Card**” for all children is needed at the beginning of each school year.

- Both sides of the card must be completed and signed
- Emergency cards are typically kept near the telephone.
- Location of emergency cards is posted on the green board and in the sub binder.
- Take the emergency cards and any emergency medicine (example: Epi-pen, inhalers) whenever the classroom is vacated for fire drills, field trips, disasters, etc.
- Notify your CDS when there are changes in parent contact information.

It is each teacher’s/home visitor’s responsibility to ensure that all information on each child’s emergency card is complete and up-to-date. Staff must instruct parents to update their emergency cards immediately upon any

change in information. Staff should remind parents to review their child's emergency card a minimum of once a month to ensure up-to-date information.

Emergency cards must be located where staff can easily locate them, while maintaining confidentiality, and must be taken by the classroom teacher when the class is on a field trip or participating in a fire drill. Parents may not leave their child in the classroom without providing a current telephone number.

EMERGENCY CARDS FOR STAFF

Emergency cards with current addresses and phone numbers must be filled out by each employee at the beginning of each school year. The original will be kept at the Serna Center and a copy sent to the school site to be kept with the children's emergency cards. If a physician's name is not provided, one will be designated by the school district in the event of an emergency. All employees are required to advise the program of any change in name, address or telephone number and pertinent health information.

EVALUATIONS

SCUSD requires that certificated and classified personnel receive an evaluation every other year (based on the last numeral of the employee's Social Security number—even or odd).

Certificated Employees

"The ultimate goal of an evaluation system for teachers and employees serving in teacher related positions is the identification, reinforcement, and improvement of skills, attitudes, and abilities which will result in better educational opportunities for all students." (Contract Agreement 6.1.1)

The District and SCTA developed and agreed to the use of a teacher evaluation document and options for the evaluation process. The documents and process are based on observable and measurable criteria and utilizes as its base the California Standards for the Teaching Profession.

An explanation of the documents and process will be discussed with the staff at a special meeting prior to the beginning of the evaluation process.

Classified Employees

The purpose of the performance evaluation of classified employees is for the identification, reinforcement, and improvement of skills, attitudes, and abilities which will result in better performance for classified employees (per contract 14.1.1.)

An explanation of the documents and process will be discussed with the staff at a special meeting prior to the beginning of the evaluation process.

FAMILY CONTACT

Guidance: Head Start Performance Standards: 1304.20c1, 1340.40e1, 1340.3-5, 1304.51c1

Important information about children and their families is communicated in many ways: Informal conversation, phone calls, written documentation, flyers, brochures, forms and various types of meetings should all be noted on the *Family Contact* form.

The **Family Contact** form assists staff in planning, prioritizing, implementing, following-up, and problem identification and data collecting. These forms should be kept in each child's file but may be kept in a separate binder as long as they are secured in a locked file cabinet and not accessible to unauthorized staff or parents. Forms are to be updated on a continual basis. In the event of a review, the forms should be filed in each child's file. At the end of the year all **Family Contact** forms must be filed in each child's file before turning the file in to the registration office (preschool only).

FIELD TRIPS - WALKING

Walking Field Trips for neighborhood walking trips, such as the park or nearby business, your coordinator and principal must be notified. Ratio must be maintained.

Prescheduled Field Trips are scheduled through a resource teacher and are a valued activity for all of our children. The program will pay up to seven (7) adults per classroom, including staff, to maintain proper field trip ratio. Home-based option includes one parent per child.

For preschool classrooms, it is the teacher's responsibility, with parent input, to determine the most equitable way to decide which parent will go.

If you have questions about the scheduling of field trips you may direct them to your resource teacher or coordinator. The following procedures must be followed:

- Form must be submitted at least two weeks in advance to your coordinator. You may go forward with your trip after you have been notified of approval.
- Notify the principal and coordinator several days in advance of the field trip. This includes walking field trips that are both on and off your campus.
- Post a sign on the door to notify parents and/or visiting staff of your field trip.
- Order sack lunches from your cafeteria coordinator at least two weeks in advance.
- Submit a ***Field Trip Roster*** form of all students and adults going on the trip. This must be submitted to the school office and forwarded to your coordinator.
- Ensure that all adults who volunteer on the field trip have a current "negative" TB test and have been cleared through the district's volunteer process.
- Obtain written parental permission authorizing participation on the field trip for each child (Education Code 32040, 32041). Each parent must complete and return to the teacher the ***Student Field Trip Authorization*** form. Carry the ***Student Field Trip Authorization*** forms and each child's ***Emergency Card*** with you (the teacher) while on the trip.
- Carry, or have immediately available, your school's first aid kit (Education Code 32040, 32041). Whenever trips are conducted in areas known to be inhabited by snakes, the first aid kit must contain medically accepted snakebite remedies (Education Code 32043).
- A designated staff member should carry all student medications. Do NOT leave medications in a hot car.
- Send field trip receipts, any remaining change, and a count, including the number of children and number of adults, to your resource teacher or the department's designated field trip organizer at the end of your trip.

Home-Based Only Meet you there field trips are class-planned field trips in which the families can meet you at the destination. Teachers/staff are not responsible for the arranging of transportation. The families that meet you there must stay with their child the entire visit and are responsible for them.

All trips must be submitted in writing using the ***Field Trip Request*** form to your coordinator for preapproval. Each student must still have a ***Student Field Trip Authorization*** form (permission slip). There is a limit of two "Meet you there" field trips per school year. Requests may not be faxed, they must be mailed or hand delivered.

Home-based teachers and playgroup teachers should consult with their supervisor for specific guidelines.

Public transportation is not approved for preschool children. Bus passes may be available. School-age teachers should check with their coordinator.

GRADUATION CEREMONIES

Formal graduation ceremonies for children (cap & gown, walking across stage to receive a diploma, etc.) are not approved by our department. End-of-the-year celebrations should be developmentally appropriate and

approved by the manager. We can acknowledge parents who have graduated from high school/college or have received their GED certificate. If you have any questions, ask your supervisor.

HOME VISITS – PRESCHOOL CENTER BASED

All children enrolled in a Head Start classroom receive a minimum of two home visits per school year. Most home visits occur during the teacher's contracted hours and recommended dates and times are on the calendar. However, full day teachers may need to accommodate a parent's work schedule. Therefore, full day teachers may conduct home visits in the evening hours. Full day teachers who conduct home visits outside of their contracted hours will be paid per diem. Teachers and parents must complete the Home Visit Verification Form and submit to coordinator.

HOME VISITS – HOME-BASED

Home Visitors are required to complete weekly 1.5 hour home visits with all their families. See supervisor for details.

HOME VISITS – PLAYGROUPS

Playgroup teachers are required to make home visits. See School Readiness Supervisor for details.

Weekend home visits are not authorized.

IDENTIFICATION BADGES

All staff members are required to wear district issued identification badges at all times during working hours. New ID badges and replacement ID badges are issued at the Serna Center. Call the CDS responsible for personnel who will prepare the badge.

IN-KIND ACTIVITY RECORD – HEAD START

Guidance: Head Start Performance Standard 1304.40(d)(2)

Parent participation in the classroom is important to both the children and the parents enrolled in your class. It provides parents with special time with their child and supports their child's education. Head Start parent volunteer hours are also needed to support the continuation of the Head Start contract. These hours usually add up to 20% of the total contract!

During orientation, teachers must inform parents of the different volunteer roles and parental involvement opportunities that are available, i.e., participation in the classroom, participation on field trips, attending community events, supporting program operations, and preparing materials at home.

Classroom In-kind

Teachers are responsible for ensuring that parents sign and record the number of hours they participated each week in the classroom, by completing the **HS/EHS Classroom Activity Volunteer** form. A separate form is used for each week of the month.

The teacher will:

- Fill out top of form with Month, Year, Week, Site and Room Number
- Review the form at the end of each week for completeness and accuracy
- Sign the form in ink where indicated and sends it to the CDS monthly.

The parents will:

- Parent signs in one time each week in ink
- Each day the parent volunteers in the classroom, they will indicate time in and time out on the sheet

At home In-Kind

Teachers are responsible for encouraging parents to work with their children at home to reinforce what they are learning in the classroom using the ***In-Kind Home Activity*** form. A new form is used each month.

The teacher will:

- Fill out top of form with Month, Year, Site, Room Number, and Name of teacher
- Circle which activities the parent should work on that month (based on lesson plan)
- Fill in days of the month in the calendar grid
- Review the form at the end of each month for completeness, accuracy, and parent's signature
- Sign the form in ink where indicated at the bottom and sends it to the CDS monthly.

The parents will:

- Write child's first and last name at the top of the form
- Indicate activity and time spent (in increments of 5 minutes) on activity in the square for that date (b/10)
- Sign bottom of form in ink and indicate relationship to the child.

In-Kind forms are due at the end of each month and should be sent to the CDS at Serna.

LATE PICK-UP OF CHILDREN

In the event that a child has not been picked up by the end of class, and efforts to reach the parent have been unsuccessful, the teacher is to:

- Contact parent-authorized persons (in order listed) on the child's emergency card in an effort to locate someone to immediately pick up the child.
- Call CDS to see if there are additional phone numbers.
- If the teacher is unable to locate someone, he/she is to contact the social worker, coordinator or director, who will advise and assist in making arrangements to contact the Sacramento City Police Department

MATERIALS LAB

Teachers have limited usage of SCUSD's Material Lab. Certificates and student materials that go home should not be laminated.

The Child Development Department is charged for all materials utilized. Anyone using the Lab must complete a usage form that is provided by the Lab. The material lab form must include Child Development and the name of the school site. Teachers must stay within their allotted budget.

The Material's Lab is not to be used for personal reasons.

MILEAGE REIMBURSEMENT

The ***Mileage Reimbursement*** form must be completed electronically, signed by a manager and submitted to the Child Development Department at the Serna Center (Box 715) **at the end of each month**. The following information must be provided to ensure reimbursement:

- Full name
- Social Security number (last four digits)
- Position
- Address and zip
- Date of travel
- Purpose
- Start and destinations/addresses

- Parking toll (if applicable) – receipt must be included
- Mileage

Mileage rates vary. The mileage form can be accessed on the district's website. You can also access the district's intranet website and click on ISO forms – grey box top right then in the search box type in mileage. If you type in at the bottom of the form the current reimbursement rate, it will do the computation for you.

Each page must be signed and dated. Send to your manager for approval.

NON-DISCRIMINATION POLICY

Sacramento City Unified School District 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.

NON-SCHOOL EMPLOYMENT

Sacramento City USD Board Policy – Non-school Employment, BP 4336 4136, 4236

The Governing Board recognizes that district employees may receive compensation for outside activities as long as these activities are not inconsistent, incompatible, in conflict with, or inimical to the employee's duties or to the duties, functions or responsibilities of the district. Outside paid activities are incompatible with district employment if they require time periods that interfere with the proper, efficient discharge of the employee's duties, if they entail compensation from an outside source for activities which are part of the employee's regular duties, or if they involve using for private gain the district's name, prestige, time, facilities, equipment or supplies.

PARs

Personnel Activity Reports are mandated by state and federal programs for budget purposes. They will be sent to staff each month for signature and must be returned immediately to the Serna Center (Box 715). If you notice errors in the hours, etc., note changes on form and returned signed copy. Errors will be verified and corrected if necessary.

PERSONAL BUSINESS

Unauthorized non-work activities during working hours are not permitted. Employees must not participate in personal telephone or e-mail communication during working hours.

PETTY CASH – AS LAST RESORT ONLY

Petty cash funds can only be used for supply items. With regard to items purchased for the classroom for which teachers will request reimbursement, all such purchases **must** be prior approved. Such expenditures must be tied to lesson plans and must be deemed developmentally appropriate by resource and/or management staff. The amount to be reimbursed cannot exceed \$100 per item, or \$250 total, and cannot exceed the teacher's classroom budget. Only original receipts will be accepted. **These are district regulations.**

Until otherwise notified the following guidance is to be followed:

1. **Prior approval from your coordinator is required.**
2. No single item over \$100 may be purchased with petty cash.
3. Internet purchases must include sales tax, or the department will have to reimburse the district.
4. Money used for petty cash will be subtracted from your total supply amount.
5. Food purchases for events other than classroom lessons are no longer reimbursable by the department (i.e., parent meetings, parent education, socializations, end of the year activities).

6. Food purchases are allowed for classroom projects only. In accordance with our Nutrition Policy, food purchased should be low in fat, salt and sugar.
7. If purchasing food for a classroom project, teachers must include a copy of the Lesson Plan.
8. Fill out a **Reimbursement Request** form with your name, date, and total amount of receipts (follow all directions on the form).
9. On a separate piece of paper, using tape not staples, attach the **original receipt(s)** and clearly specify the purpose of the purchases and if applicable, attach appropriate documentation (i.e., sign-in sheets, agendas, flyers).
10. Write your name on each receipt (be careful not to write over the price of an item or the total amount and do not highlight any part of the receipt).
11. Do not include personal items on the receipt. Separate the purchases at the register so that only those items purchased for your program are shown on the receipt that you submit for reimbursement.
12. Checks will be sent to your home address. It is your responsibility to be sure that your current address is on file in Human Resources.
13. Submit your reimbursement requests by the 30th of the month of purchase. Do not save reimbursements until the end of the year.

POTLUCKS

Guidance: (**Head Start Performance Standard 1304.23(b)(1)**), "...children enrolled in the program must be served nutritious meals on a daily basis..."

Staff and volunteers must ensure that children only receive food that has been prepared for them through SCUSD Nutrition Services. The food provided has been specifically chosen to meet State and Head Start nutritional requirements. **At no time may children be served potluck food.** Potlucks should occur only at parent meetings, away from the line of site of children.

PROFESSIONAL DEVELOPMENT PLAN

Guidance: Head Start Performance Standard (1304.52(i)) "...Annual performance reviews provide one opportunity for staff and supervisors to meet, discuss and assess progress, define training and developmental needs, and set new professional goals."

All Child Development staff who are funded through Head Start will complete an annual Professional Development Plan. Coordinators will review each plan with the employee at the beginning of the school year and will meet with each employee to review their progress toward identified goals at the end of the school year.

PROGRESSIVE DISCIPLINE

Employees will be held accountable for following district and site expectations. The following are the steps for progressive discipline:

- Oral warning
- Letter of Concern
- Letter of Reprimand
- District action which may include:
 - Suspension
 - Dismissal

RELATIVES

Children and relatives of teachers and instructional aides **may not** be enrolled in the same classroom or the same center. The program will make every effort to register eligible relatives in near-by programs.

Due to liability issues and Title 22 licensing regulations, children of staff who are under 12 years of age, are not allowed in the classroom or in play-yards. Children 16 years of age and over may volunteer but must go through the district's established volunteer process. **See Section: Volunteers**

REQUIRED POSTINGS

- See the list of required postings in the Forms section of the handbook

SAFE WORK ENVIRONMENT

All employees have the right to a safe work environment. Interactions between staff should be positive and collaborative in nature. Staff members who feel they are being harassed or bullied need to report their claim to the Supervisor.

SAFETY DATA SHEETS (SDS)

These forms must be available to classroom staff and parents to identify possible classroom hazards. **Safety Data Sheets** identify emergency and first aid procedures if staff or children are exposed. The classroom must have the SDS on all sanitation materials including hand soap used in the classroom. Contact your site health clerk or nurse for copies. The sheets are kept in a binder with your classroom files.

SCHOOL PICTURES

Classes located on an elementary school campus may choose to participate in school pictures along with the elementary school. Stand-alone sites must have prior approval before contracting with a photographer for school pictures.

SOLICITING & SELLING

Employees shall not solicit district staff, students or their families with the intent to sell general merchandise, books, equipment or services.

STAFF CAREER INCENTIVE PROGRAM

The Tuition Reimbursement Program offered by SETA will provide funds for staff to assist them in continuing their professional growth, which may include undergraduate and graduate degree programs. This can be used when staff receives no other funds from any other source, such as government grants and scholarships.

For more information, visit SETA's website, www.headstart.seta.net.

PROFESSIONAL LEARNING

All staff members are encouraged to update their knowledge about the goals and philosophy of our programs and skills in preschool and parent education.

- Instructional staff are expected to attend monthly professional learning which is scheduled during their contract hours
- Full Day Collaboration teachers and instructional assistants will be provided opportunities to attend Professional Learning when substitutes are available.

TELEVISION/VIDEO USE

3-3 ½ hr. preschool programs: Television should not be used in State/Head part-day programs. The only exceptions are educational videos that support curriculum (add information to what children are learning) and/or videos of classroom activities such as field trips, celebrations, RIF giveaways, etc. If TV is used, it must be strapped down appropriately for safety.

6-10 hr. preschool programs: Television may be used only in inclement weather and for no more than 30 minutes a day. Only educational videos are to be used and videos should be used as a choice. Children must be allowed to choose an alternate activity if they do not wish to participate in the video activity.

Infant/Toddler options: Television should not be used with children under three years of age.



Note: In all programs, at least one staff member should sit with the children watching the video to talk to children about what they are watching and to support appropriate classroom behaviors.

TOILET TRAINING

Guidance: Head Start Performance Standard 1304.21(a)(1)(v)

Our preschool programs do not deny enrollment to any child based on his or her toilet readiness. When developmentally appropriate, toilet training provides opportunities for children to learn self-control, autonomy, and responsibility.

Milestones for children in toilet training include: (1) muscle control; (2) emotional readiness and a willingness to cooperate; and (3) the ability to communicate toileting needs. Staff assist children to use the toilet; invite them to use the toilet; help them, as needed; and positively reinforce their efforts, regardless of outcomes.

While most children entering preschool are already toilet trained, some are still in various stages of training. It is the teacher's responsibility to assure that the child's toileting needs are met (it is expected that teachers and teacher assistants work together as a team to best meet the needs of all children in the classroom).

Upon registration parents complete the **Special Concern** form. This is where they indicate that their child will need assistance with toileting. The registration staff will notify you prior to the child's first day of enrollment and will include a **Toileting Plan** form in the child's classroom file. This will allow you time to prepare. You will need:

- A **Toileting Plan** form that you will review with the parent on the child's first day of school
- A designated changing area that will allow for the child's privacy (a bathroom stall will suffice if you change the child while he/she is standing-up)
- A pad or changing table if you have space and intend to change the child while he/she is lying down instead of standing-up
- Diaper changing paper roll if needed
- Plastic gloves, diapering paper, and plastic bags to use for soiled diapers and/or clothing (these can be obtained from the preschool nurse)
- Diapers or pull ups (if HS funded contact health clerk, if State funded parent provides)
- A copy of the **Diapering Procedure** to be posted in the area where the child will be changed
- An appropriate disposal receptacle—garbage can with lid (double bag all items for disposal)

Toileting Plan – The **Toileting Plan** form is completed by both the classroom teacher and the child's parent/guardian. It clearly indicates the responsibilities of both the teacher and the parent/guardian, and provides helpful information regarding the child's toileting readiness and needs. It is important for the teacher to establish a supportive relationship with the parent/guardian so that both can support the child's toileting efforts by using developmentally appropriate methods.

Diapering/Clothes Changing Procedure – When a child needs to be diapered or changed from clothes that are wet or soiled from urine or stool, staff must follow appropriate health and safety procedures. Post the department's **Diapering Procedure** in the area where the child will be changed.

Signs of Toilet Training Readiness – The child will often:

- Express an interest in coming into the bathroom with you to find out what goes on there and may even sit on the toilet
- Begin to show a preference for being clean and dry—fussing when he/she is wet, pulling off a dirty diaper, or asking to be changed

- Know “family’s” words for urinating and having a bowel movement
- Stay dry for at least two hours at a time
- Follow directions, such as those for washing hands
- Help pull pants up and down
- Seem to recognize at least a few seconds ahead of time that he or she is about to go, and can tell you before it happens or may squat, leave the room, or get “the look” before having a bowel movement
- Be in a willing, receptive mood and isn’t going through any major transitions (like adjusting to a new sibling or starting a new school)
- Demonstrate a desire for independence (i.e., wants to be a “big boy” or “big girl” and do things independently)

Steps to Toilet Training – Most children will show some signs of toileting readiness. Their personality, level of interest, and ability will guide you in determining how best to guide them. Keep in mind that the goal of diapering is not simply to keep the child clean and dry, but also to move him/her toward successful, independent toileting.

The following are suggestions that have proven to be successful in toilet training a child:

- Acquaint the child with the classroom bathroom during a time when it is quiet and free of distractions (involve the parent if possible).
- Talk about urine and bowel movements, using words that are familiar to the child (refer to the child’s **Toileting Plan**). Help the child notice that other children in the classroom use the bathroom when they have to urinate or have a bowel movement.
- Have the child stand while you remove wet or soiled diapers, pull-ups, or training pants. Involve him/her in the process of disposing wet items in a plastic bag and bowel movements in the toilet. If the child is willing, encourage him/her to flush the toilet.
- Involve the child as much as possible in removing and putting-on his/her clothing. Make sure that the parent dresses the child in loose, easily removable clothing. Avoid pull-ups if possible as they tend to prolong the toilet training process.
- Make sure that the toilet is the right size for the child. The child will be more responsive with good physical support for his/her body. Think about adding foot support or opening reducers (check with the preschool nurse if you need adaptive items).
- Place the child on the toilet if he/she signals the need to use the toilet and also at regular intervals throughout the day—as often as 1 to 2 hours. Most children have a bowel movement once a day, usually within an hour after eating and urinate within an hour after having a large drink.
- Stay with the child while he/she is on the toilet. Talk, read a story, or provide a fidget toy if necessary. These strategies may help the child relax and prompt the child to sit on the toilet for a longer period of time.
- Be supportive, encouraging, and patient. Remain matter-of-fact about the whole toileting process; do not become overly exuberant over successes or angry over accidents.
- Start reducing your prompts. After a few weeks, let the time between visits and reminders grow, and see how well the child does. Longer periods of time between urination will allow the bladder to stretch a little and to hold more urine. Remember, the goal is for the child to feel in charge of the achievement. Constant reminders will give him/her the message that someone else is in control.
- Continue to treat the child’s accidents as just part of the process – reassure him/her, involve him/her in the clean-up, and move-on.

VOICE MAIL

Classrooms that are equipped with voice mail should retrieve messages frequently and return phone calls in a timely manner. The outgoing message should be clear, professional and friendly. An appropriate message would be:

“Hello, you have reached (center name) preschool/children’s center. We are busy with children right now, but your call is very important to us. Please leave a message at the tone, and we will return your call as soon as possible.”

During extended periods of closure, staff should leave an alternate outgoing message indicating the length of closure and the expected date of return.

VOLUNTEERS

Guidance: SCUSD Board Policy 1240 (BP1240) and Administration Regulations (AR 1240)

Volunteers are to be under the direct supervision of the classroom teacher at all times and may not be alone with children. Volunteers will complete the district Volunteer Screening and Registration Process as well as the proof of immunizations. The Child Development's parent advisor will let the teacher know if the volunteer is cleared to work in the classroom or to accompany the class on a field trip. Family members who wish to volunteer after this initial process will also need to complete this process.

Volunteers must sign a **Code of Conduct** in which they agree to:

- Be conscientious and concerned for the health and safety of students
- Be free of the influence of alcohol or illegal drugs when with students on or off school grounds
- Have no outside contact with an individual student unless authorized by administration or parents
- Adhere to district school and classroom policies, rules and regulations
- Promptly inform the teacher and school when unable to attend or when discontinuing serving as a volunteer
- Dress and act professionally

High school students needing community services hours, ROP students, Work-Ability students, and college students must have prior approval of the coordinator. All must have a current TB clearance, proof of immunizations and some may be required to go through the volunteer screening and registration process.

Employees must have prior approval of coordinator for occasional visitation or participation of family members, or personal friends in the classroom. These volunteers must:

- Be over the age of 16 years
- Follow the district volunteer policy
- Abide by all rules applicable to employees and volunteers

PARENT/GUARDIAN

Guidance: SCUSD Board Policy

Upon enrollment, the child development specialist (CDS) has the child's parents/guardians complete a **Volunteer Sex Offender Check Authorization** form and a **SCUSD Volunteer Registration** form. These forms will be sent by the CDS to the parent advisor who will forward them to SCUSD Human Resources department.

The parent advisor will notify the teacher of parent/guardian's participation status and return the approved form to be filed in the child's classroom file. Volunteers are also required to have a current TB clearance and proof of immunizations in accordance with Child Development Department adult TB policy.

COMMUNITY

Guidance: SCUSD School Board Policy 1240 (BP1240) and Administration Regulations (AR 1240)

All volunteers from the community (someone who does not have a child enrolled in a Child Development Department program) must be cleared in accordance with the SCUSD volunteer registration and screening process and complete a **SCUSD Volunteer Registration** form and a **Volunteer Sex Offender Check Authorization** form. Prospective volunteers must be directed to the parent advisor who will assist them with the completion of the volunteer registration process. The parent advisor will notify the prospective volunteer and all pertinent staff with results of screenings.

WORK SCHEDULE COMPLIANCE

All employees are expected to be at their assigned location for every scheduled workday and to report to work on time and remain at work until the end of their scheduled workday. Employees must adhere to scheduled break and lunch times. These expectations are based on the realization that program quality requires good attendance and punctuality on the part of every employee. Work obligation time for employees is determined by individual contracts. Any change in work schedules must have prior approval of a coordinator.