



CAPISTRANO UNIFIED SCHOOL DISTRICT
EARLY CHILDHOOD PROGRAMS

STATE FUNDED
PRESCHOOL
PARENT HANDBOOK
2020—2021



CAPISTRANO UNIFIED SCHOOL DISTRICT
33122 VALLE ROAD
SAN JUAN CAPISTRANO, CA 92675

**EARLY CHILDHOOD PROGRAMS
PARENT HANDBOOK**

STATE FUNDED PRESCHOOL

CAPISTRANO UNIFIED SCHOOL DISTRICT



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CAPISTRANO UNIFIED SCHOOL DISTRICT

EARLY CHILDHOOD PROGRAMS

**PARENT VERIFICATION OF
RECEIPT OF HANDBOOK**

I HEREBY acknowledge receipt of Capistrano Unified School District Early Childhood Programs' Handbook via website at <http://childed-capousd-ca.schoolloop.com/> and agree to abide by the procedures as set forth by the District Program. Any changes to the procedures will be updated and a copy posted to the website.

Parent/Guardian Name
(Please Print)

Child's Name
(Please Print)

Parent/Guardian Signature

Date



Dear Parents,

Welcome to the Capistrano Unified School District (CUSD) State Funded Preschool Program. CUSD is committed to providing a quality educational program which enhances the social, emotional, cognitive, and physical development of each child.

We believe that each family brings to the program values and diversity; therefore, we recognize the importance of forming a partnership with parents to create a positive experience for all children. In this Parent Handbook, you will find information regarding the preschool program, our goals and philosophy, as well as the roles and responsibilities of both parents and staff.

We provide this handbook to every family, recognizing that, as parents, you are the primary educators of your child. It is essential that you take the time to read this handbook so you will be informed about our program and policies.

We look forward to providing a quality preschool program for your child and hope that you will enjoy being a part of our preschool family!

Respectfully,

A handwritten signature in cursive script that reads "Debbi Keeler".

Debbi Keeler, Ph.D.

Director, Early Childhood Programs

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1. Introduction

The purpose of this handbook is to inform you of the procedures set forth by Capistrano Unified School District's Early Childhood Programs. This program is designed to provide the best possible care and education for your child. Capistrano Unified School District reserves the right to change or supplement these procedures at any time.

Affiliation

Capistrano Unified School District operates a developmentally appropriate fee based preschool/pre-kindergarten program at 18 school sites within the District's boundaries. The licensed preschool programs are located at the following sites:

STATE FUNDED ½ DAY PRESCHOOL LOCATIONS

| | |
|--|---|
| Don Juan Avila Elementary 26278 Wood Canyon Aliso Viejo, CA 92656 | Clarence Lobo Elementary 200 Avenida Vista Montana San Clemente, CA 92672 |
| Concordia Elementary 3120 Ave. Del Presidente San Clemente, CA 92672 | Malcom Elementary 32261 Charles Rd. Laguna Niguel, CA 92677 |
| RH Dana Elementary 24242 La Cresta Drive Dana Point, CA 92629 | Palisades Elementary 26462 Via Sacramento Capistrano Beach, CA 92624 |
| Canyon Vista Elementary 27800 Oak View Dr. Aliso Viejo, CA 92656 | San Juan Elementary 31642 El Camino Real San Juan Capistrano, CA 92675 |
| Hankey Elementary 27252 Nubles Mission Viejo, CA 92692 | Tijeras Creek Elementary 23072 Avenida Empresa Rancho Santa Margarita, CA 92688 |
| Kinoshita Elementary 2 Via Positiva San Juan Capistrano, CA 92675 | Viejo Elementary 26782 Via Grande Mission Viejo, CA 92691 |
| Las Flores Elementary 25862 Antonio Parkway Rancho Santa Margarita, CA 92688 | Wood Canyon Elementary 23431 Knollwood Aliso Viejo, CA 92656 |
| Las Palmas Elementary 1101 Calle Puente San Clemente, CA 92672 | Hidden Hills Elementary 25142 Hidden Hills Rd. Laguna Niguel, CA 92677 |

Nondiscrimination in District Programs and Activities

The Governing Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on gender, race, color, religion, national origin, ethnic group, actual or perceived sexual orientation, marital or parental status, physical or mental disability or any other unlawful consideration. The Board shall promote programs which ensure that discriminatory practices are eliminated in all District activities.

District programs and facilities, viewed in their entirety, and shall be readily accessible to individuals with special needs.* The Superintendent or designee shall ensure that interested persons, including those with impaired vision and hearing, can obtain information about the programs, facilities and activities available to them.

Mission Statement

Provide early education opportunities to support school success for children with the support of families and collaborating community partners.

Program Goals

- Provide programs where children will be actively engaged in their daily activities.
- Plan and implement a comprehensive kindergarten transition plan for preschool students and their families.
- Assess and support the health needs of children to promote wellness for successful early educational experiences.
- Strengthen and empower families to learn together while bridging the gap between home and school.
- Ensure instructional staff is highly qualified and informed on the latest early education research based strategies.
- Actively seek, support, and collaborate with community partners to increase positive outcome opportunities for children and families.

** For a student who has been identified as disabled within the meaning of Section 504 of the Rehabilitation Act of 1973 and in accordance with the ADA, necessary modifications will be made for the student to benefit from his or her school program.*

Philosophy

We believe:

- All children have the ability to learn and grow through active participation.
- Every child can be successful with the services provided by the program.

- All children should have access to quality preschool, including school readiness programs.
- An essential component to school success is supporting children and families who are coping with unforeseen circumstances.
- Parent education is of vital importance in empowering parents with the knowledge to be their child's first teacher.
- The early education staff implements individualized instruction and sets high expectations to meet the needs of children and their families.
- Community partners provide support and resources that mutually enhance educational opportunities for all children and families.

Since the Early Childhood Program Department's philosophy focuses on the developmental process of the child, it promotes programs that include opportunities for growth in all areas of development. The Department wants to encourage children to participate in diversified activities that promote gross (large) and fine motor coordination, creative expression, exploration, and interaction with the environment. Recognizing children learn differently than adults, the Department believes children will only comprehend a concept if it is meaningful within the context of the child's experience and development.

Through the vehicle of play, including exploration and experimentation, children come to understand the social structures around them and the opportunity to make appropriate choices. The Department desires to promote feelings of competence and self-worth; thereby laying a strong foundation for future growth and learning.

Employees seek to learn more about effective teaching methods that will enhance meaning and experience for the child with the desire to promote a loving atmosphere where children are respected.



2. PROGRAM ELIGIBILITY AND ENROLLMENT

5 DAY PRESCHOOL PROGRAM

AGE: Children must be 3 years of age by 9/1/20 to begin the school year, but children once

they turn 3 also will be considered for enrollment.

All preschool and pre-kindergarten children must be completely toilet trained.

The Early Childhood Programs' practice is to maintain an adult to child ratio of 1:8 in all of the preschool classrooms. This ratio may vary throughout the day for a short time never to exceed California Licensing requirements of an adult to child ratio of 1:12. State Funded programs are offered 5 days per week with a mix of 3 and 4 year olds and a maximum of 24 children with 1 teacher and 2 instructional assistants.

All Early Childhood Programs classes have an important role at each school site. The Site Facilitators assist the Early Childhood Programs office in communicating site needs with the program supervisors. The preschool staff members collaborate with kindergarten teachers, and participate in school and PTA functions. This model provides the opportunity for a smooth transition from the preschool program into kindergarten for both children and parents.

Sessions and Hours of Operation

State Funded Preschool Programs operate Monday through Friday for a minimum of (3) hours a day. Parents have the opportunity to enroll, depending on the site, either in a morning or afternoon session at one of the listed locations. This program is fully funded by the California Department of Education and participants must meet the eligibility requirements as set forth by the Child Development Division. (See Eligibility Requirements for details). State programs are contracted with the California Department of Education and not funded through the district's general funds to pay for staff salaries, classroom materials, and supplies.

The preschool programs are open Monday through Friday. We are open through the school year, except holiday breaks, teacher/parent conference days, and summer. For the exact days that the preschool is closed, please check the CUSD website: www.cusd.org for the school calendar.

Open Door Policy

Capistrano Unified School District's Early Childhood Programs (ECP) classrooms operate under an open door policy. Parents are welcome in their child's class at any time while school is in session to observe and/or volunteer. Parent volunteers must provide a current negative TB test (within the last 12 months) if determined at risk and a completed Statement of Good Health (Ca Code of Regulations – Title 22: § 101216:3a and 3b). "The good physical health of each volunteer who works in the center shall be verified by: A) A statement signed by each volunteer affirming that he/she is in good health B) Results of a test for tuberculosis performed not more than one year prior to or seven days after initial presence in the center."

Prohibition of Religious Instruction or Worship

The ECP department will not provide child care and development services that include religious instruction or worship activities of any type.

Equal Access and Reasonable Accommodations

Children with disabilities or other special needs are welcome in the program. Reasonable accommodations to participate in the program are provided to ensure successful placement.

The ECP department reserves the right to delay enrollment, modify the program, or terminate services if it is determined that it would be in the best interest of the individual child or group.

The ECP department can only serve those children whose needs can be effectively met by the program. Not all children thrive in group care or in certain programs. Additionally, the program is limited by funding, adult to child ratios, and specialized staff training, medical personnel; and, therefore, may not be able to meet the needs of all children. Specific circumstances in which this may occur include:

- Aggressive, antisocial or unacceptable behavior to the extent that the child's safety or the safety of other children or staff cannot be guaranteed
- Inability of the child to adjust to the group care environment
- Developmental or medical needs of the child
- Children with IEP's where general education is not noted as a recommendation

This action will be considered only after every avenue of service that is available to the program has been explored. Every effort will be made by the department to link the child to another appropriate program within the school district or community.

ALL ENROLLMENT FORMS AND A PHYSICIAN'S REPORT MUST BE COMPLETED AND RETURNED BEFORE A CHILD WILL BE ALLOWED TO ATTEND.

| | |
|------------------------------------|--|
| 1. Application | <u>Return form to office with parent's signature</u> |
| 2. Student Information Card | <u>Return form to office with parent's signature</u> |
| 3. McKinney-Vento Form | <u>Return form to office with parent's signature</u> |
| 4. Interest/Needs Survey | <u>Return form to office with parent's signature</u> |
| 5. Physician's Report/Immunization | <u>Return with up-to-date immunizations</u> |
| 6. Health History | <u>Return form to office</u> |
| 7. Child/Family Information | <u>Return form to office</u> |
| 8. Self-Declaration | <u>Return form to office with parent's signature</u> |
| 9. Required Immunizations | <u>Please bring with your forms to be copied</u> |
| 10. Employer Contact Information | <u>Return form to office with employer signature</u> |
| 11. Income Verification | <u>Return form to office</u> |
| 12. Social Security Consent | <u>Return form to office</u> |
| 13. Proof of Age | <u>Return to office</u> |
| 14. Ethnic Survey Parent Ed. | <u>Return form to office with parent's signature</u> |
| 15. Consent for Medical Treatment | <u>Return form to office with parent's signature</u> |
| 16. Parents' Rights | <u>Return form to office with parent's signature</u> |
| 17. Personal Rights | <u>Return form to office with parent's signature</u> |
| 18. Lunch Application | <u>Return form to office with parent's signature</u> |
| 19. Allergy Letter | <u>Return form to office with parent's signature</u> |
| 20. Proof of cleared TB Test | <u>Return form to office with parent's signature</u> |
| 21. Supplemental Questionnaire | <u>Return form to office with parent's signature</u> |

3. Program Goals and Objectives

Staff Qualifications and Staff Development

The Early Childhood Programs department is committed to quality preschool education. We hire qualified staff who hold the appropriate credentials/permits that are required by the State of California (CA Teaching Permit) and Early Childhood Education units for Instructional Assistants.

- New employees are provided an orientation to guide them in understanding how agency policies relate to their respective job descriptions.
- We support continuous staff growth by assessing the needs of staff and providing professional development activities to enhance their growth throughout the year.
- Staff members are given formal evaluations annually.
- We have sound internal communication mechanisms, which include email and phone communication, as well as monthly staff meetings to provide staff with the information necessary to carry out their respective duties.

Educational Program

The Early Childhood Program's staff believes that all children should be provided with a nurturing, active, and challenging environment that encourages curiosity, hands-on learning, problem solving skills, language development, and a positive self-image. The preschool curriculum is aligned with the state frameworks and provides preschool students with a foundation on academic careers and social development.

The following early education resources and strategies are utilized in the preschool curriculum:

- *California Department of Education Preschool Learning Foundations*: The Foundations provide an overview of the key knowledge and skills that most preschool children can achieve when provided with interaction, instruction, and environments that is based on the research of early experiences shown to promote early learning and development.
- *California Department of Education Preschool Curriculum Frameworks*: The Frameworks provides an overall approach for teachers to support student learning through environments and experiences that are developmentally appropriate, reflective of thoughtful observation and intentional planning, individually and culturally meaningful, and inclusive of children with disabilities and special needs.
- *California Department of Education Desired Results for Children and Families*: (see following section)
- *Scholastic's "Big Day" Comprehensive Curriculum*: "Big Day" provides an educational philosophy based on scientific research with a well-defined plan of systematic, explicit instructions for teaching the eight domains of learning outlined in the Learning Foundations. Activities are taken from "Big Day" that align with the curriculum guide that incorporates the State preschool standards.

Developmental Domains of Learning

Socio-Emotional Development

While understanding how children learn and develop, the teaching staff enhances the socio-emotional development of children by implementing guidance techniques that promote respect. Re-direction, clearly set limits, and the practice of open, positive communication are the elements implemented daily to help assist children in learning social skills, cooperation, helping others, negotiation, and problem solving.

Cognitive Development

Cognitive development is integrated into all areas of the curriculum throughout the day. Children continually build their understanding of concepts through their interactions, experiences, discoveries, and challenges. The teaching staff continually assesses your child to determine when new challenges are needed to expand the growth of the child's intellect. Focused attention is given to language and literacy, mathematics, visual and performing arts, health education, history-social science, and science.

Physical Development

Children are provided a wide variety of materials and activities to encourage and support fine and gross motor development. Using materials and activities like puzzles and pegboards, painting, coloring, play dough, scissors, stringing beads, and building with Legos are all examples of activities that promote the development of small motor skills.

Through daily music and outdoor activities, children have the opportunity to use their large muscles. Children are given ample time to run, jump, ride tricycles, jump rope, climb, swing, and bounce balls during their scheduled outdoor time.

Age Group Programs

Our activities are designed to stimulate your child's academic growth and development and differentiate learning with three year olds and pre-K age children. Our teachers work with your child to help them prepare for the start of elementary school. The activities and academic program are age appropriate and will develop skills that will help them through their early years of school. The Early Childhood Programs curriculum provides your child with an environment of caring, nurturing, and learning to further stimulate their natural curiosity and social development. Your child will be instructed in all eight domains of learning. Building a strong self-image and positive attitude are the beginning steps to a well-rounded growth pattern.

Quality Start OC

Capistrano Unified School Districts Early Childhood Programs is proud to be a part of the Quality Start Orange County initiative called, "Quality Stars" system that helps support early learning teachers and programs by giving them the tools and resources they need to create a safe and high quality learning environment for your child. Each site is rated at a 4 and 5 star quality program which represents the highest quality standards established by the Orange County Department of Education and the state of California. All of our Early Childhood Program sites are rated both 4 and 5 star for high quality, and are rated every other year to ensure our sites are maintaining that high quality rating.

Desired Results Developmental Profile (DRDP-PS 2015)

DRDP-PS 2015 is an observation-based assessment instrument used to observe, document, and reflect on the learning, development and progress towards achieving the six desired results for children, which are:

1. **Children are personally and socially competent**
2. **Children are effective learners**
3. **Children show physical and motor competence**
4. **Children are safe and healthy**
5. **Families support their children's learning and development**
6. **Families achieve their goals**

The preschool staff will complete a Desired Results Developmental Profile for each child within 60 calendar days of enrollment and again in the spring after 6 months of attendance. The information gathered from the Developmental Profile is used to plan and conduct age and developmentally appropriate classroom lessons. This is shared with the child's parent during the fall conference, with an optional spring conference. Parents' input is a valuable part of this assessment. The information gathered from this assessment is used to plan age appropriate activities for the children and to demonstrate progress and set goals for each child.

Ages and Stages Questionnaire

Parents will be given an opportunity to complete the Ages and Stages Questionnaire (ASQ/ASQ SE) upon or shortly after school entrance. The assessment link is posted on the Early Childhood Programs website. Parents are directed as a part of the registration process to complete this assessment survey. This assessment allows the ECP program to connect families with resources or provide interventions that are necessary to the child's success.

Parent Involvement In The Early Childhood Program

Capistrano Unified School District's Early Childhood Programs has an open door policy for all parents who wish to observe and/or participate in their child's classroom. Research studies have shown that parents who are involved in their child's educational experience, and see first-hand how their child is succeeding in a classroom environment, are more likely to assist in their child's learning advancement and see significant results. The early years are a prime opportunity to set the pace of intentional involvement since the transition to kindergarten will require additional parent support.

To enhance your child's learning experience, and to help you better understand your child's developmental process, we are asking each parent to volunteer one day per month. We recognize that there may be obstacles to spending time in the classroom, which may include childcare issues; work responsibilities; and other legitimate reason for limited involvement. Our request is that you make every effort to overcome these obstacles so that you, or a member of your extended family, may work with your child's teacher. All parent volunteers are required to provide a current TB test from within the last year if determined at risk, a statement of good health, and a signed acknowledgement that they have received and read the Volunteer Handbook and policies (***Board Policy 1240(b): Supervised Contact Volunteers-Tier II. Volunteers are required to sign off on the acknowledgement of the Volunteer Handbook, sign in at the front office, and display site issued identification. Ca Code of Regulations – Title 22: § 101216:3a and 3b: The good physical health of each volunteer who works in the center shall be verified by: (a) a statement signed by each volunteer affirming that he/she is in good health; (b) results of a test for tuberculosis performed not more than one year prior to...initial presence in the***

center). In addition, parents may be asked to verify immunizations for a regular volunteer assignment. Volunteer packets will be provided to all parents. While on campus, parents will be required to wear school-issued guest badges at all times.

Early Childhood Programs Advisory Committee (PAC)

The Parent Advisory Committee (PAC) is a group of volunteer parents (or guardians) representing all schools from the fee-based and state funded Early Childhood Programs (ECP) within Capistrano Unified School District (CUSD). The purpose of the PAC is to foster communication between parents/guardians and the ECP administration, ensure involvement of parents in CUSD, and support partnerships between the school and home. PAC representatives provide information, questions, concerns, and ideas from their respective schools. The PAC committee members are selected based upon parent interest and/or selection by the Site Facilitator at each school.

Parent-Teacher Child Relations

One goal of Early Childhood Programs is to create a partnership with each family. Studies have shown that children make greater gains in their education when parents or family members participate in school activities. The teaching staff uses opportunities to communicate with parents on a daily basis. Newsletters, parent education workshops, and parent conferences are also implemented to strengthen partnerships between the school and home.

Parent-Observation/Conferences

Parent-teacher conferences are another part of the home-school relationship. An important purpose of this conference is to include parents in the shared responsibility for the education of their child. The goals of the program, the child's development, and planning the future challenges for your child will be discussed during this conference. A conference will be scheduled in the fall and spring of each year. Teachers will post sign-up sheets for appointments. Please note dates and times of these events and make arrangements to keep your appointment. If you find you must cancel, please reschedule. You will gain new insight into your child's development by observing them as they interact in a school setting, along with gaining helpful information from the teacher. We strongly encourage you to participate in conferencing to help your child progress through their development and ensure your child is ready for transitioning to Pre-K, TK or kindergarten. Parents are encouraged to contact their child's teacher for additional conferences at any time during the school year.

It is in the best interest of the child that parents and teachers communicate freely with one another. It is important for the staff to understand situations at home which may influence the typical behavior of the child. Please feel comfortable in discussing with the teacher, and/or Director, anything which will help to make your child's time with us the best possible experience. When talking informally with a teacher about your child, please be sensitive to what your child hears; in some instances, a phone call may be a better option.

We want to make school a warm, loving and accepting place for your child and you. If you have a problem with your child's teacher, please discuss your concerns with her prior to contacting the Director. Please refrain from discussing these concerns with other parents. Also, please keep in

mind that the Director maintains an open door policy for parent concerns.

Goals for Parent Education

- To give parents a better understanding of child growth and development
- To provide parents with information relating to parenting skills
- To assist parents in understanding their important role in their child's education
- To develop a support group through interaction with other parents
- To include activities to promote social interactions among families and staff

Parents' Back To School Night

We encourage both Mom and Dad or guardians to attend this fun and informative evening where we will be reviewing highlights of our program. It is your turn to come to preschool to experience first-hand what our program is all about! The teacher will present highlights of a typical preschool day, including everything from circle and story time, to finger painting, block play, motor development and dramatic play. This is an adult evening; no childcare will be provided. Please consult your child's teacher for the date and time.

Screenings and Health Services

Children will be screened by district personnel for vision and hearing, but not all children will be screened every year. Screenings will take place at the school site. You will be referred to individuals who specialize in screening services if we feel your child needs further evaluation. (These could be BMI, SRN, and/ or Developmental Screening, to name a few.) These screenings would only be done with parent permission. Parents may also request that their child be screened.

All families enrolled in the ECP department receive access to the following services:

- Health, wellness, safety, and nutrition education
- Vision and hearing screenings for children
- Body Mass Index, Height and Weight measurements for children
- Child medical and dental assistance
- Referrals and support of special needs
- Referrals to community health resources

Social Services

The ECP department has a Bilingual Community Liaison through the Learning Link to foster the important home and school connection in partnership with the classroom staff. They are able to assist with:

- Emergency or crisis assistance
- Assistance with obtaining community services you desire/need
- Parenting classes and informative workshops
- Information on child development, discipline and stress management issues
- Referrals to adult training and/or educational resources
- Assistance with medical and dental insurance for families who do not have coverage
- Translation services for non-English speakers

Community Involvement

The ECP department collaborates with outside agencies to benefit the children and their families. Some examples are:

- THINK TOGETHER to provide extended summer programs and parent training opportunities
- School Readiness and Child's Bureau to provide support with ASQ implementation and refer families to community services
- CUSD Special Education Department to provide enhanced programming
- Behavior Specialist to provide parent training and consultation to support parents, staff, and children in the classroom
- Help Me Grow to connect parents and educators with available resources
- Orange County Children and Families Commission to provide funding for the Learning Link

Program Monitoring and Self Evaluation Process

The **Desired Results for Children and Families System** has been established by the California Department of Education, Child Development Division to improve program quality in early care, and education programs across the state. The CUSD Early Childhood Programs utilize components of the Desired Results system to implement an annual self-evaluation process and create an annual agency report.

An annual program plan will include the following:

- An assessment of the program by parents using the Desired Results Parent Survey
- An analysis of the findings, including the Desired Results Developmental Profiles (DRDP), the Environment Rating Scales (ECERS), and the Desired Results Parent Survey, together with all other self-evaluation findings
- A Program Plan of tasks needed to modify the program in order to address all areas that need improvement
- A schedule of ongoing monitoring of the program to assure that all areas of the program continue to meet quality standards

An environment rating scale will be completed to measure classroom environments:

- Early Childhood Environmental Rating Scale (ECERS) - An assessment tool that is used to measure high quality in preschools. ECERS provides an overall picture of the surroundings that have been created for the children and adults in an early childhood setting. The ECERS consists of 43 items that assess the quality of the early childhood environment including use of space, materials and experiences to enhance children's development, daily schedule, and supervision.

The California Department of Education, Child Development Division, conducts a review at least once every three (3) years to ensure compliance with laws and regulations. This review takes place at the Early Childhood Programs office and at classroom facilities.

Special Education Collaboration

Our classes may collaborate for a portion of the day with the Special Education preschool class also located at participating school sites. This collaboration gives the opportunity for both classes to interact in a developmentally appropriate environment and provides a chance to discuss diversity and acceptance of children with special needs. These interactions may take place during

small group time, center time, or outside gross motor activity time.

4. Program Qualification

Eligibility

Your family's eligibility for the State Funded program is based on verification of family size and

household gross monthly income. **Please note that, if your household gross monthly income or family size changes at any point during your child's enrollment during the school year and falls above the 85% SMI (State Median Income), you are obligated to notify the Early Childhood Programs office by providing updated income documentation.** Due to confidentiality, please **ONLY** provide this information to the Early Childhood Program's office at 33122 Valle Rd., in San Juan Capistrano, and not your child's teacher. Eligibility is based on documentation and verification of at least one of the following criteria:

1. Homelessness

- a. A written referral from an emergency shelter or other legal, medical or social service agency, or a written parental declaration describing the family's living situation.

2. Recipient of Child Protective Services

- a. Written referral, dated within six months of the application, which includes a statement from the local county welfare department certifying that the child is receiving CPS and that childcare and development services are a necessary component of the CPS service plan.
- b. Must include the name, address, phone number and signature of the county child welfare staff member and must indicate the probable duration of the CPS service plan.

3. At risk of neglect, abuse or exploitation

- a. Written referral, dated within six months of the application, which includes a statement by a legally qualified professional (someone licensed in the state to perform legal, medical, health or social services for the general public) that the child is at risk of abuse and neglect and that child care and development services are necessary to reduce or eliminate that risk.
- b. Must include the name, address, phone number and signature of the legally qualified professional and must indicate the probable duration of the at risk situation.

4. Cash aid recipient

- a. Documentation must show amount of cash aid received monthly.

5. Income Eligible

Eligibility is based on documentation and verification of family size and income. Families must meet California State Preschool Program income guidelines, which establish an income ceiling at 80 percent of the Median State Income.

INCOME--all income of the individuals counted in the family size include: gross wages or salaries, overtime, tips, cash aid, child support payments received, and portion of student grants or scholarships not identified for educational purposes as tuition, books or supplies. Income documentation is for the month preceding certification.

Income documentation must be provided for the month immediately preceding certification. Gross monthly income (total for all working family members in the home) must be provided for verification. Current and on-going income documentation may be requested.

- a. Examples of appropriate documentation include:
 - payroll check stubs

- letter from employer, or other record of wages issued by the employer
 - copies of documentation of all non-wage income
 - self-certification of any income for which no documentation is available
 - child support payments received
 - student grants or scholarships not identified for educational purposes
- b. When a parent is self-employed, documentation required may include:
- a letter from source of income
 - the most recent signed income tax return
 - other business records such as ledgers, receipts or business logs
- c. Seasonal workers may have their income averaged over the previous twelve months.
- d. Capistrano Unified School District reserves the right to ask for additional documentation, as needed, to verify income.

6. Children with IEP's

** Any fraudulent, false, incomplete, deceitful or misleading information provided to the CUSD that is used to establish initial or ongoing income eligibility and/or need, will be grounds for termination. CDE requires that CUSD recover the cost of services provided during the period of ineligibility from the family/applicant. The District has the right to verify information submitted for the purposes of determining eligibility.

Family Size

Parents must provide supporting documentation regarding the number of children and parents in the family.

- 1. Supporting documentation for each child shall be at least one of the following:**
 - a. Birth records
 - b. Child custody order
 - c. Adoption document
 - d. Foster placement records
 - e. School or medical records
 - f. County welfare department records
 - g. Other reliable documentation indicating the relationship of the child to the parent

- 2. When only one parent has signed the Application for Service and the information provided indicates the child has another parent whose name does not appear on the application, then the presence or absence of that parent shall be documented.**

Supporting documentation of the presence or absence of the other parent must be any one of the following:

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

- e. Any other documentation, *excluding a self-declaration* to confirm the presence or absence of the parent in the family
- f. If due to recent departure of a parent from the family, the remaining applicant parent may submit a self-declaration under penalty of perjury explaining the absence of that parent from the family

5. Selection of Families

Priorities for Enrollment – Centralized Eligibility List (CEL)

The CEL is a system that allows subsidized child development contractors to access children that

are eligible for their programs. The term “eligibility” is used because families are ranked by eligibility factors for subsidized care. Families are drawn from the CEL. Enrollment is based on the lowest rank first.

First priority for service shall be given to 4 year old or 3 year old neglected or abused children who are recipients of child protective services or recipients who are at risk of being neglected or abused, upon written referral from a legal, medical, or social services, without regard to income.

Second priority shall be given to eligible 4-year-old children in the following order:

1. Returning children
2. Lowest income ranking
(When two or more families have the same income ranking, the child with exceptional needs, as documented with an IEP, shall be admitted first)
3. English language learners
4. Special circumstances that may diminish the child’s opportunity for normal development
5. After all eligible 4 year old children are enrolled, 3 year old children may be enrolled based on these priorities
6. Age eligible children with IEP’s

Application

To enroll children in the state funded preschool program, parents must contact the Early Childhood Programs (ECP) office directly to obtain an application packet. The completed packet is to be returned with all required eligibility documentation necessary to comply with California Department of Education Child Development Division policies (*see Program Eligibility*). Other required documentation will include the child’s immunization records, birth record, child/family information sheet and a health history. A physical examination form signed by the child’s doctor must be completed and on file prior to admission.

Selection

- Bilingual Office Assistants review and rank the applications to establish a waiting list
- Families are selected from the waiting list based on lowest rank first
- Bilingual Office Assistants contact selected families by phone to schedule a pre-enrollment appointment to review required documentation and determine program eligibility
- Enrollment packets are distributed to families who qualify for services. Required documents are then provided by the parents including: checks, pays stubs, records, etc., to complete the certification process
- A Notice of Action (NOA) stating eligibility status is issued to all families after certification

Certification

Not more than 120 days prior to the start of school, eligibility will be certified and the Application for Service (Form 9600) completed and signed by a parent and ECP staff member.

- Official documentation presented by the family is used to certify families for State reporting purposes

- Families are certified once per year
- Recertification is completed upon parental request

Notice of Action (CDD-7617)

When certification is completed, a Notice of Action (NOA) will be issued indicating approval for services. An NOA is also issued when recertification is completed, changes occur that affect eligibility, or upon termination of services. If it is determined that the family does not meet the eligibility requirements as determined by the State of California Department of Education, an NOA will be issued indicating the reason for the denial of services.

Contents of the Family's Basic Data File

A file for each family receiving preschool program services shall be established and maintained. The basic data file shall contain an Application for Services (CDD9600); documentation of total countable income; documentation of exceptional need, if applicable; Notice of Action, Application for Services and/or Recipient of Services, all child health, immunization and emergency information, and the Physician's report, as required by Title 22 Licensing Standards.

6. Continuing in the Program

Recertification Requirements

All families shall be recertified each 12-month period. For recertification, families shall be required to provide documentation to support continued eligibility for services. Families shall be

notified in advance of recertification date. Parents must agree to abide by the policies, procedures, and requirements of the program.

Limited Term Service Leave

When a family temporarily has no need for program services, a limited term leave may be granted for up to eight weeks in duration. Reasons for a limited term leave may include, but are not limited to, the following:

1. Break in employment
2. School break
3. Birth and care of a newborn
4. Child's visit with a non-custodial parent
5. A parent's medical condition or the need to care for a sick family member

Change of Information

Please submit, in writing, any changes of address, phone number(s), carpool parties, emergency contacts, etc., to the ECP office. In addition, please inform the office and the teacher of changes in caregivers who will be bringing or picking up your child.

Termination Policy

The following are causes for termination:

1. Three or more late pick-ups
2. Excessive excused or unexcused absences
3. Failure to meet subsidy requirements
4. Knowingly using incorrect or inaccurate information to obtain a benefit that otherwise would not be entitled
5. Failure to provide necessary documentation
6. Person whose behavior presents a risk to children or staff such as using profanity, threats, or destroying district property
7. Violation of CUSD policies and procedures

Appeals Procedure

If the parent/guardian does not agree with the CUSD Early Childhood Programs decision as stated in the Notice of Action, the parent/guardian may appeal the intended action. There are two levels of the appeal process. They include a local hearing and a state review. To protect the right to appeal, the parent/guardian must follow the instructions as described. If the parent/guardian does not respond by the required due dates or fails to submit the required appeal information with the appeal request, it may be considered abandoned.

Step 1: Complete the appeal information as found on the reverse side of the Notice of Action.

Step 2: Mail or deliver the written local hearing request within fourteen (14) days of receipt to: CUSD Office of Early Childhood Programs.

Step 3: Within ten (10) calendar days, following the agency's receipt of the appeal request, the agency will notify the parent/guardian of the time and place of the hearing. The parent/guardian or an authorized representative is required to attend this

hearing. If the parent/guardian or representative does not attend the hearing, the parent/guardian abandons the right to appeal, and the action of the agency will be implemented.

Step 4: Within ten (10) calendar days following the hearing, the agency shall mail or deliver to the parent/guardian a written decision.

Step 5: If the parent/guardian disagrees with the agency's written decision, parent/guardian has fourteen (14) days from the receipt of the decision to file an appeal with the California Department of Education (CDE). Your request to the CDE must include a copy of both sides of the NOA, a copy of the written decision letter, and a statement explaining why you disagree with the local hearing officer's decision. You can mail or fax your request to: California Department of Education, early Education and Support Division, Attn: Appeals Coordinator, 1430 N Street, Suite 3410, Sacramento, CA 95814, Phone 916-322-6233, Fax 916-323-6853.

Step 6: Within thirty (30) calendar days after the receipt of the appeal, CDE will issue a written decision to the parent and the agency. If the appeal is denied, the agency will stop providing child care and development services immediately upon the receipt of the CDE decision letter.

Parents have the right to review the information in the family data file.

7. Operational Policies

Attendance/Sign In and Out

Parents are required to sign their children in and out daily. This procedure is required by law for the safety and supervision of the children and for fiscal responsibility. You will find your child's

name on the class sign in/out sheet near the classroom entrance every day. Please **wait at the door until the teacher receives your child into the class**. According to Title 22 Regulations, we are not legally responsible for your child until he/she has been signed in and received by the teacher. According to school policy, no one under the age of 18 is allowed to sign a child in or pick a child up from school without written parental permission. The parent or his/her designee must record the time of arrival and the time of departure with a **full signature (first and last name in ink)** both times. Our staff uses the information from the sign in/out sheet to take attendance at the beginning of each class and to keep informed of who has been picked up from school at the end of the day. The attendance sheet will be used in the event of an emergency as a head count roster and is a legal document. In the case of your child's absence, please record the reason for the absence on the sign in sheet and sign the sheet. Teachers are recording attendance each day.

In addition, no child will be released without authorization by the parent or guardian. Please keep the emergency form in our office up-to-date, as we must have written authorization for changes of this nature. Appropriate **photo ID** will be required to sign the child out. If someone other than the authorized persons must pick up your child, they must have written or verbal permission from the parent. If a parent is listed on the child's birth record and is not listed on the registration forms, the parent still retains the right to sign in and pick up the child at any time unless there is a legal document (child custody, court order, or restraining order) on file delineating a child's custody arrangements; or, a release must be on file at the center and updated as needed. Parents must provide an appropriate photo ID. It is very important that you notify your child's teacher of any changes or your child will not be released. No child will be released to anyone under the age of 18 unless there is a completed *Release and Indemnity Form* on file.

Parent Badges

It is the policy of the Early Childhood Programs Department and the elementary school sites that all parents and/or guardians will wear the Parent Badge (distributed by the teacher at the start of the school year) whenever on campus. This badge allows the wearer to be identified as a parent and/or guardian of a preschool child who is authorized to drop off and pick up the child from school. Parents who are not wearing the Parent Badge must sign in the front office as a guest and receive a temporary campus sticker pass.

School Site Parking

Please use caution in the parking lot. Watch for children at all times and keep those in your care under control and with you. **DO NOT LEAVE SIBLINGS OR OTHER CHILDREN UNATTENDED IN YOUR CAR**. Please follow all traffic rules entering and exiting school property and be respectful of others. Each school site has an individual drop off pick up procedure. Please adhere to the school site procedures. **No children at any times should be left unattended in cars.**

Absences

Parents must report the type of absences of the child. In order to provide services to families who have the greatest need and who may be on the waiting list, services to families may be discontinued based upon the following guidelines:

Excused Absences

1. Illness or quarantine of child or parent (illness lasting more than ten (10) consecutive days must be verified by a medical doctor)
2. Family emergency (may include car accident, lack of transportation, illness of sibling, death of family member, catastrophe, severe weather conditions that prohibit travel to and from school)
3. Court-ordered visitation (documentation of court order required)

Absences that are in the Best Interest of the Child (Limited to 10 days per fiscal year)

1. Court ordered visitation with non-custodial parent (court order must be on file)
2. Special Day with parent/grandparent
3. Vacation
4. Work/School Holiday for parent scheduled on a day which differs from the center's observance
5. Cultural celebrations/Religious Holidays
6. Official or legal agency appointments (immigration, court appearance, etc.)

More than ten (10) days of absences in a fiscal year considered best interest days will subject the family to termination of services.

Unexcused Absences (Limited to 10 per fiscal year)

1. Illnesses lasting more than ten (10) consecutive days, which have not been verified by a medical doctor
2. Preschool child did not want to go to school
3. Parent/child overslept
4. Any absence for which a specific reason is not given

More than ten (10) days of unexcused absences in a fiscal year will subject the family to termination of services.

Late Pick-Up Policy

The classroom teacher will provide a Late Pick-Up Policy/Agreement for parental signature. The Early Childhood Program reserves the right to drop any family from the preschool class after three late pick-ups. Please remember, in the event of an emergency, it is the responsibility of the parent to contact the child's teacher immediately. Late pick up could result in your child being sent to the front office and the authorities being called, at the discretion of the site principal.

Sharing Items from Home

Each teacher has their own policy for sharing items from home with the classroom. Please discuss this issue with your child's teacher. Due to our program's philosophy on violence, no play guns, knives, or other play weapons that are violent in nature will be permitted at any time for sharing in the classroom. Books and videos also will not be read or shown that contain violence or inappropriate content.

Social Media

The use of social media in the classroom (Facebook, shutterfly etc.) is subject to district policy.

Parents are requested to refrain from posting pictures of the faces of children, listing classroom events, and any names of children to comply with the personal rights of children established by California Licensing regulations.

Birthday Recognition

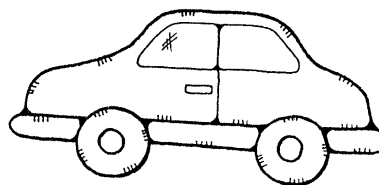
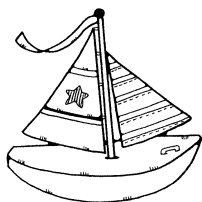
Birthdays are very important events for children and they love to share the moment with their friends. We are always eager to build your child's self-esteem and birthday recognition at school creates a moment to remember. You are welcome to bring a healthy snack to school for your child's birthday. Please discuss with the teacher at least two days prior to the date. We do limit the children's sugar intake; parents must comply with District policy regarding healthy snacks at school; so, please keep this in mind when planning your child's snack.

Lost and Found

Please check with the school's office, teacher's aides, or your child's teacher for assistance in finding lost items. The teachers will periodically collect any unclaimed items (sweaters, jackets, toys, etc.) and donate them.

School Visits

You are welcome to visit the school and your child's class anytime during the school year. We want you to be well informed of your child's progress along the way. When visiting, please be sure to wear your Parent Badge in order to be recognized or check in the front school office if you do not have a Parent Badge.



8. Health and Safety

As per Title 22, Department of Social Services Licensing Regulations, upon enrollment you are required to submit the Physician's Physical Form, signed by the child's physician, with a record of a physical done no earlier than one year prior to school entrance. The Physician Form is to be turned in to the Early Childhood Programs' office no later than 30 days after the time of

registration, as designated by Social Services.

Immunizations

New state vaccine requirements state that all children must be vaccinated before entering school (SB 277). Parents will no longer be able to submit a personal beliefs exemption that are new to the program. Children may be conditionally admitted who are not fully immunized provided they are not currently due for any doses or have a temporary medical exemption by a physician (MD or DO). A medical exemption must be included that state;

- That the physical condition or medical circumstances of the child are such that the required immunization(s) is not indicated
- Which vaccines are being exempted
- Whether the medical exemption is permanent or temporary
- The expiration date, if the exemption is temporary

Regulations require a child to have three (3) Polio, four (4) DPT, the MMR inoculation on or after 1st birthday, one (1) HIB after 1st birthday, three (3) Hepatitis B series, one Chicken Pox Vaccine at the time of school entrance.

Identification of Medical, Physical, or Developmental Needs

Upon registration, parents will be asked a series of questions identifying any medical, physical, or developmental needs that their child may have in order to provide the most appropriate services. Based upon these needs, specific Accommodation plans may be set in place including forms and processes to provide a safe and healthy environment for the child. The identification of medical needs include: food allergies, diabetes, bee stings, asthma, seizures, and other known medical needs. Physical needs include any limitation to a child's functioning such as body functioning, vision, hearing, and speech. Developmental delays include speech delays, fine/gross motor activities, processing, and learning deficits. In addition, any social/emotional/behavioral concerns should be noted.

The Early Childhood Programs department may delay a student's start date if needed forms or procedures must be put in place prior to the child starting school in order to provide the appropriate accommodations for the child. The ECP department reserves the right to determine best placement, the timing of the start date, any needed modifications to the child's schedule, and other considerations. Parents who disclose any area of need may be asked to submit copies of assessments or other medical information. Any need that is initially identified by the parent that requires a medical form, doctor's clearances, or accommodation plans that results in a modified program, may result in a delayed start date, change in the start time of the day or early release for the child.

If any medical, physical, or developmental needs arise during the year, the parents must inform the Early Childhood Programs office and the child's teacher immediately to ensure the needs of the child are identified and met appropriately. If the Early Childhood Programs department, including administration, teaching staff, and school nurses, identify a need that has not been disclosed by the parent at the time of registration, additional steps or information may be required for the child to continue in school. The parent may be asked to keep their child home until these items are in place. This protocol ensures the health and safety needs of each child.

The Early Childhood Program provides a wide range of services and can accommodate all children depending on the needs of the child. Some programs may not be the best fit for children needing ongoing supports and the Learning Link parent drop in may be the best option. The ECP staff will communicate to families if a change in program offerings is needed.

Illness Policy

Keeping your child healthy is important to us! Please do not send your child to school if he/she is ill or has any abnormal symptoms. As your child arrives for school, a brief health check may be given at the door. Please do not leave until the child is greeted and admitted by their teacher.

YOUR CHILD WILL NOT BE ADMITTED TO THE CLASS IF ANY OF THE FOLLOWING SYMPTOMS OF ILLNESS ARE PRESENT:

- Fever of 99.6° F or higher by oral thermometer within the past twenty-four (24) hours
- Unusual behavior such as irritability, extreme tiredness, persistent crying, difficulty breathing, loss of appetite, or general discomfort
- Runny nose with thick or colored secretions, coughing, sneezing, or watery eyes
- Diarrhea, defined as an increased number of bowel movements compared with the child's normal pattern that are very loose or watery
- Vomiting within the past twenty-four (24) hours
- Unusual spots, rashes, or bruises not associated with injury
- Conjunctivitis, defined as redness of the eyes or eyelids, with white or yellow discharge, often with matted eyelids after sleep
- Sore throat or difficulty swallowing
- Headache, fever, and stiff neck
- Varicella, or chicken pox, until six (6) days after onset of rash or until all lesions have dried and crusted
- Red, cracking, or oozing areas of skin that may be infected
- Earache
- Head lice until nits, or eggs, on the hair shaft are treated

A child will be sent home if they appear to have any symptoms of illness during the day and/or are not able to participate in the classroom activities. We will make every effort to contact the child's parent, and if unavailable, the first noted emergency contact(s) will be called.

Allergies are not contagious, but may make your child feel less than normal, as will some medications. Even if your child shows no definite signs of illness but is unusually irritable, tired or fussy, please consider how their behavior will affect the class and their school experience. By staying home to rest, the development of an illness or the spread of a contagious childhood disease, such as chicken pox, may be prevented.

NOTIFY THE TEACHER IMMEDIATELY IF YOUR CHILD HAS A COMMUNICABLE DISEASE (MUMPS, CHICKEN POX, LICE, CONJUNCTIVITIS, STREP THROAT, ANY RASH ETC.) Parents and staff members may be notified of the exposure with consultation with the nursing staff. The Preschool may send a note home giving the date of the exposure and the condition based upon the medical issue. Before returning to school after an absence, the child must be free of symptoms, and fever, for at least 24 hours. Some illnesses may require release from the doctor.

Common Communicable Diseases

The following is a breakdown of many of the common communicable diseases preschoolers may come in contact with and some general information regarding these diseases. If you have any further questions, please contact your physician.

| <u>Disease</u> | <u>Incubation Period</u> | <u>Contagious Period</u> | <u>Exclusion from School</u> | <u>Symptoms</u> |
|---|---------------------------------------|---|---|--|
| Chickenpox eruptions scabs. | 2-3 weeks, commonly 13-17 days. | As long as 5 days, usually 1 to 2 days prior to eruption of first vesicles and not more than 5 days after erup- tion of first vesicles. | 5-7 days after first vesicles appear and until vesicles become dry and scabbed over. | Slight fever. Crops of red, raised that change to vesicles and then form |
| Measles days (Rubeola) varying | 10-14 days | 4 days before and 4 days after rash. | 4 days after onset of rash. | Three to 4 cough of degrees, fever, conjunctivitis and sensitivity to light. Red- raised rash becomes blotchy. |
| Measles (Rubella/ glands German Measles) and | 14-23 days | About 1 week before and 4 days after onset of rash. | 7 days after onset of rash. | Fine pink rash, enlarged behind ears back of neck and slight fever. |
| Hand, foot malaise, & mouth disease (Coxsackie virus) | Usually 3-5 days | During the acute stage of illness. Virus may remain in the stool for 2-3 weeks. | During the acute stage of illness. If child has lesions not accompanied with symptoms of acute illness, there are no restrictions. | Fever, sore mouth or throat, or not eating well. Lesions in |

| | | | | |
|--|--|---|--|---|
| | | | | mouth, on palms, fingers, and/or soles of feet. |
| Fifth Disease (slapped (Erythema Infectiosum) | 4-20 days | Greatest before onset of rash and probably not communicable after onset of rash. | During acute illness. | Redness of cheeks -face appearance), lacy-like rash on trunk and extremities which fades but may recur with exposure to sun or heat. |
| Strep throat and scarlet fever | 1-3 days | From onset of illness until 24-48 hours after appropriate treatment started. Usually up to 21 without medical treatment. | 48 hours after appropriate antibiotic therapy started and until fever gone. | Fever, sore throat and swollen/sore glands in neck. Sandpaper-type rash with scarlet fever. |
| Impetigo | 1-3 days with streptococcal, 4-10 days with staphylococcal | 24-48 hours after appropriate treatment started. | 48 hours after appropriate treatment started. | Begins usually as a blister-like eruption, becomes pustular in appearance and spreads. Most commonly on the face. |
| Ringworm body or scalp | Scalp is 10-14 days Body is 4-10 days | During course of active infection. | After appropriate treatment started. Active lesions should be covered when possible with clothing, e.g., long sleeve shirts, hair etc. | Lesions tend to be circular with central healing. In the scalp, there tends to be loss. |

Head Lice

When lice or nits are found, the parent will be notified by the teacher. Staff shall examine the student and any siblings of the affected student or members of the same household. Staff shall make every effort to maintain the privacy of students identified as having head lice. Principals at the site may send a notice home to all parents depending on the severity of the outbreak.

Medications

If your child has an allergy or is recovering from an illness (and is no longer contagious) but still requires medication, it may be given at Preschool if:

- a. The medicine is a prescription drug only. A sibling may not receive medication from a prescription that has a different name on it. Medicines must have the name of the person who is supposed to receive it printed on the label.
- b. Medicine is in the original container and is accompanied by a medication form (available in the classroom) filled out by the parent and doctor, which:
 - gives the Preschool permission to administer medicine
 - gives the amount and time of each dose (a specific hour must be given - not for example "every 4 hours")

Tylenol and aspirin are not administered because it masks the symptoms of illness. No other over the counter medication will be given unless accompanied by a doctor's release stating the name of the medication, the amount to be given, the time to be administered and any possible side effects. Parents must deliver all medications to the classroom in the original container.

Please apply any sunscreen needed for the day prior to dropping your child off in their classroom.

Nut Safe Policy

Our preschool classrooms are officially deemed nut safe zones. This designation means that all necessary precautions are being taken to ensure the health and safety of children who may be allergic to nuts and nut products of any kind. Teachers will be complying with the request for a nut safe environment by avoiding the use of nuts and peanut butter in craft and cooking projects. Teachers will make every effort to communicate with parents regarding food brought from home should not contain peanut products. In order to provide a safe environment for all children, we would appreciate your cooperation in supporting a nut safe environment in our preschool class by adhering to the following guidelines:

1. Please do not send snacks for your child or treats for the classroom that contain any kind of nuts or peanut butter.
2. Reinforce with your child that there is to be no sharing of food or drinks.
1. When there are occasional school parties or celebrations, do not forget the nut safe policy.

Understanding the seriousness of the several degrees of allergic reactions, from very mild to quite severe the most extreme form of a food allergy is called anaphylaxis; which means a **LIFE THREATENING** allergy. An anaphylactic child looks, acts, plays and learns like every child, but they can have a severe reaction if they eat, drink, or in some cases come in skin contact with the allergen. For example, if a child who has eaten a peanut butter sandwich has trace amounts of peanut butter on his hands and touches the allergic child, there may be a reaction. A severely allergic child can have a reaction if food is being cooked in their presence and even minute amounts of the allergen are inhaled.

CUSD Nutrition Guidelines for Foods Available During the School Day

The CUSD Board believes that foods and beverages available to students at District schools should support the health curriculum and promote optimal health. Nutrition standards adopted by the District for all foods and beverages sold to students, including foods and beverages provided through the District's food service program, vending machines, or other venues, will comply with all applicable state and federal laws with the goal of promoting student health and reducing childhood obesity.

School staff is encouraged to avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior.

School staff shall encourage parents/guardians or other volunteers to support the District's nutrition education program by considering nutritional quality when selecting any snacks which they may donate for occasional class parties and by limiting foods or beverages that do not meet nutritional standards to no more than one food or beverage per party. Finally, class parties or celebrations shall involve non-food items to the extent possible.

State Laws are as follows: Food or beverages that do not meet the standards below may not be offered or sold during the school day. The following foods/beverages are permitted:

SB956-Beverages:

- Fruit based drinks composed of no less than 50% fruit juice and have no added sweetener
- Vegetable based drinks that are composed of no less than 50% vegetable juices and have no added sweetener
- Drinking water with no added sweetener
- Two percent fat milk, one percent fat milk, nonfat milk, soy milk, rice milk, and other similar non dairy milk
- An electrolyte replacement beverage that contains no more than 42 grams of added sweetener per 20 ounce serving

SB12-Snacks:

- Not more than 35% of its total calories shall be from fat
- Not more than 10% of its total calories shall be from saturated fat
- Not more than 35% of its total weight shall be composed of sugar
- Not more than 250 calories per individual food item

These regulations are very restrictive, so items such as baked goods, soda, candy, donuts and ice cream do not meet the standards listed above.

Accidents and Injuries

The staff members of Early Childhood Programs will respond to and document all injuries and accidents that occur at school. Children are little and are frequently moving in and around their environment; this is a part of a child's normal development pattern. Knowing this, we make every effort to protect your child, but there are still many windows of opportunity for accidents to happen. Teachers will administer first aid for all minor injuries (such as scrapes, simple cuts, and minor bruises). This will consist of washing the affected area and, if needed, covering it with a bandage. After any injury, an Injury Report will be sent home with your child noting the injury and any treatment or care administered and a copy placed in their file signed by the teacher. In case of accident or injury, we will make an immediate attempt to contact a parent, in addition to contacting 911, if necessary. Any needed first aid will be administered by our staff. Please make sure your emergency numbers are always current on the Emergency/Medical Form on file in our office and in the classroom!

Health Practices

Early Childhood Programs staff are dedicated to providing a warm, nurturing, stimulating and safe environment for children between the ages of three and five years old. We strive to accommodate their individual needs while promoting their self-help skills on a consistent basis. Our teachers encourage children to have fun while learning and practicing basic life skills.

Safety

The teacher will:

- Encourage children to walk in the classroom and not run
- Remind children that chairs are for sitting their bottoms on
- Model how hands are for helping others
- Encourage the children to build and play with toys, not throw them
- Promote throwing balls in the outside environment
- Guide the children in waiting their turn
- Encourage the children to use sand appropriately for play and not for throwing
- Teach the children to use the playground equipment appropriately

Germs

The teacher will:

- Introduce the importance of preventative measures in spreading germs
- Teach the children how to cough and sneeze into the arm instead of the hand
- Model how to blow their nose and wash afterwards
- Remind the children toys are for the hands and not the mouth

Hand Washing

The teacher will:

- Explain the importance of frequent hand washing
- Assist the children with washing their hands
- Stress when the child needs to wash their hands after various activities and personal care routines

Toys

The teacher will:

- Wash the toys that are used in the mouth
- Assure that all toys brought for share day are safe and age appropriate
- Label all the toys to assist the children during clean up
- Remind the children to put the toys away after they use them

Emergency Preparedness

Each month we have fire and earthquake drills, according to regulations. In the event of an earthquake, we have a supply of emergency food on hand at all times. We would implement our comprehensive Disaster Plan. Children would be kept at the school until notified by emergency personnel to relocate.

Pets on Campus

According to CUSD policy, pets are **not** allowed on campus even on a leash unless they are a certified service animal. We ask parents who walk to school with their dogs to refrain from entering campus.

Restroom/Toileting

- Children will be expected to manage their toileting needs with minimum adult assistance.
- To ensure safety and comply with state law, children will be supervised at all times, which includes when they are using the restroom facility.
- All children and adults will wash their hands before exiting the restroom.
- To ensure proper hygiene, children will be assisted with hand washing.
- Teachers and staff are not trained or equipped to change diapers, pull ups or training pants.
- Parents are asked to not use the children's bathrooms with their child during school hours.

Clothing

Because the children are very active indoors and outdoors, please dress your child in appropriate clothing to match the weather conditions. Keep in mind that your child will be climbing, painting, digging, sitting in sand, playing with water and helping themselves when toileting. We emphasize having a good experience with materials rather than keeping special clothes spotless. Closed toe tennis shoes are recommended. Flip-flops and open toe sandals are not permitted at school due to safety concerns. Parents are encouraged to bring a change of clothing to be placed in the child's cubby in case of an accident. Clothes with many buttons, buckles, belts and straps are hard for little hands to maneuver. Overalls are difficult when it comes to potty time. Children can manage boxer-type shorts, jeans, cords, or pants with ease. Please help your child toward independence in dressing by selecting clothing they can manage! Dresses and skirts must have shorts underneath them. Expensive or special jewelry is **not** appropriate. Please clearly mark all articles of clothing. Please mark all removable clothing with your child's name (sweaters, coats, hats, boots, etc.).

9. Parent School Communications

Classroom Expectations

The following rules were developed to help the children understand and participate in a positive school behavior program. These rules are developmentally age appropriate for preschoolers and will help them make a smooth transition into kindergarten.

1. Maintain control of our bodies; keep our feet on the floor, use our hands to build, paint, color, cut, catch, hit balls, climb, and hold on to things with which we are playing
2. Use words that make people feel good
3. Use words to express when we are angry or need something
4. Put our toys away when we are finished playing with them

Behavior Guidelines

The teachers will guide and redirect the children in a nurturing manner to help them learn to cooperate with their peers and to have positive educational experiences that encourage and enhance their growth and development while in our care. We utilize a positive approach to guiding children's behavior. Redirection is primarily used to direct appropriate behavior. If repetitive behavior persists, the parent will be notified and, together with the teacher, an action plan will be developed. Consistency is the key to guiding children. Cooperation from the parent is expected and required for continued enrollment.

Under the law any form of hitting, corporal punishment, abusive language, ridicule, harsh or humiliating or frightening treatment is illegal and is against our philosophy.

Every student is entitled to a safe school environment free from discrimination, harassment, intimidation and bullying. The District's policies are available on the CUSD website and in the school office. The District prohibits bullying as defined in Education Code 48900(r) including, but not limited to, discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code section 422.55 and Education Code section 220, which are disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

Acts of discrimination, harassment, intimidation or bullying should be brought to the attention of the teacher. If there is sufficient corroborating information, an investigation will be initiated. Complaints will be considered confidential. However, it may be necessary to disclose certain information in order to effectively investigate. Students who violate the District's policies on discrimination, harassment, intimidation and bullying may be subject to discipline, including suspension and expulsion.

Best Interest of Child or Group

The administrators of Early Childhood Programs reserve the right to expel, suspend, or reduce services of a child from the program if it is determined that it would be in the best interest of the individual child or the group. The Early Childhood Programs staff can only serve those children whose needs can be effectively met by the program. Not all children thrive in group settings or

in specific programs. Additionally, the program is limited by funding, adult to child ratios, specialized training of staff, etc., and cannot meet all the needs of all children. Specific circumstances in which this may occur include:

- Aggressive, antisocial or unacceptable behavior to the extent that the child's safety or the safety of other children or staff cannot be guaranteed
- Inability of the child to adjust to the group setting
- Medical needs that require constant monitoring and support

Should it be determined jointly by the director, supervisors and teaching staff that the program is unable to meet the current needs of a specific child, enrollment may be denied and/or services suspended or reduced. An Accommodations plan or Behavior Action Plan will be developed and parents informed. If progress is not seen over a specified time a decision will be made to re determine eligibility. This action will only be considered after other avenues available to the program have been explored in an effort to provide services to the child and family.

Custody

The Early Childhood Programs office cannot become involved in child custody disputes. Our policy is to honor any court dictated arrangements regarding delivery and or pickup of your child to and from school. It is our policy that both parents be notified of any parent conferences or concerns regarding their child. Please be sure that any custody specifics be on file with our office.

Monthly Newsletters

The first of each month a newsletter/notice will be sent home with your child that will provide current and upcoming event dates, explain activities and pass on important information to you. Please read your newsletter when you receive it and refer to it as needed.

Information Boards

Classroom - Inside each classroom, teachers will post a brief description of the day's activities, sign-up sheets for various activities and events, and other important information. All licensing information is also posted. Please take time to read these items. Often, you will gain insight into what your child is doing in the classroom and can then show your interest in the activities of their day.

Complaints Against School Personnel

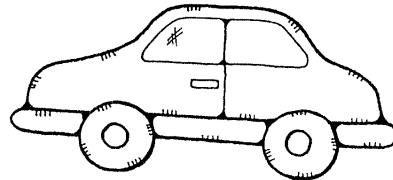
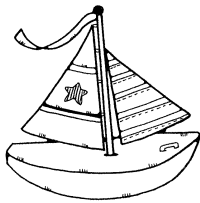
Capistrano Unified School District exists to provide the best educational and learning environment possible for all students entrusted in its care. To that end, the District welcomes constructive criticism of policies, programs, and/or operational decisions in order to improve its efforts and be responsive to its clients.

Students, parents/guardians, and community members within the District having a complaint or disagreement about a District issue, situation, employee decision or action, and seeking a specific redress are asked to follow the procedures outlined in Board Policy 1312.1 in order to have the complaint, grievance or difference of opinion addressed in an orderly manner. Board Policies are available for review at your child's school, at the District Office or on the CUSD website: www.cusd.org.

In the interest of protecting the rights of anyone seeking redress of a perceived grievance, no harassment or retaliation of any kind against a student, parent/guardian, or community member shall occur because a complaint was filed.

In an effort to seek immediate resolution of the concern, the complainant shall first interact with the individual who is the subject of the complaint or is in the best position to address the complaint if it is a non-personnel matter. If the complaint is not resolved at the direct contact level, the complainant shall confer with the immediate supervisor of the employee who is the subject of the complaint or who is in the best position to take action on a non-personnel related complaint. The supervisor shall communicate with the employee who is the subject of or closest to the complaint, and any other involved parties, in an attempt to assist in informally resolving the issue.

If the complainant is not satisfied with the outcome and chooses to pursue resolution to his/her personal satisfaction, the complainant may proceed to the formal level. The complainant shall obtain a Complaint Form (from the school office or district office), complete, and submit it to the Director of Early Childhood Programs. The Director shall review the completed Complaint Form and provide a copy to the employee who is the subject of the complaint (or in a position to resolve the complaint) and other involved parties, as is deemed appropriate. If you have any questions, please feel free to contact the Director.



NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES

The Governing Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on gender, race, color, religion, national origin, ethnic group, actual or perceived sexual orientation, marital or parental status, physical or mental disability or any other unlawful consideration. The Board shall promote programs which ensure that discriminatory practices are eliminated in all District activities.

District programs and facilities, viewed in their entirety, shall be readily accessible to individuals with handicaps. The Superintendent or designee shall ensure that interested persons, including those with impaired vision and hearing, can obtain information about the programs, facilities and activities available to them.

As required by law, the Superintendent or designee shall notify students and parents/guardians of the District's policy on nondiscrimination and related complaint procedures.

(cf. 1312.3 – Uniform Complaint Procedures)
(cf. 4030 – Nondiscrimination in Employment)
(cf. 6178 – Vocational Education)

Legal Reference:

EDUCATION CODE
200-264 Prohibition of discrimination
Title 5, California Code of Regulations, Sections 4600-4671
29 USCA Section 793 and 794, The Rehabilitation Act of 1973, Sections 503 and 504
20 USCA Section 1681 et.seq., Title IX of the Education Amendments Act of 1972
42 USCA Section 2000d, Title VI, Civil Rights Act of 1964

Policy
adopted: December 11, 1999
revised: March 29, 1999
revised: December 6, 1999

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California

Students

BP 5183(a)

SEXUAL HARASSMENT

The Governing Board is committed to maintaining a learning environment that is free of harassment. The Board prohibits the unlawful sexual harassment of any student by any employee, student, or other person at school or at any school-related activity.

According to Equal Employment Opportunity Commission guidelines, sexual harassment is an act of discrimination on the basis of sex within the meaning of Title VII of the Civil Rights Act of 1964, as amended. Sexual harassment is similarly construed within the meaning of Title IX of the Education Amendments pertaining to academic life. In accordance with Title VII and Title IX, the District defines sexual harassment as follows:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic status, (2) submission to, or rejection of, such conduct by an individual is used as the basis for an employment decision or academic decision affecting that person, or (3) such conduct has the purpose or effect of substantially interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or learning environment.

The appointed Uniform Complaint Officer for the District is the Title IX Officer, and Sexual Harassment Officer. Students shall be assured that they need not endure any form of unwelcome sexual behavior or communication. They shall further be assured that they need not endure, for any reason, any harassment which impairs the educational environment or a student's emotional well-being at school. The Uniform Complaint Officer shall ensure that students receive age-appropriate information related to sexual harassment.

Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action. For students in grades K-3, this disciplinary action shall depend on the maturity of the students and the circumstances involved. For students in grades 4 through 12, the disciplinary action may include, but is not limited to, suspension and/or expulsion.

Students shall be informed that they should immediately report any incidents to either the principal, or their designee if they feel they are being harassed. Any student or parent on behalf of the student, who feels that he/she is being sexually harassed may pursue the complaint in an informal process or may file a formal complaint with the District. Within 24 hours, staff shall report complaints of sexual harassment to the principal or designee and to the Uniform Complaint Officer's office, who will immediately log the complaint. Staff shall similarly report any such incidents they may observe even if the harassed student has not complained to the principal or designee.

The principal or designee shall immediately investigate any report of the sexual harassment of a student. If a more extensive investigation is necessary, the District may utilize an outside investigator who shall serve as a fact finder. Upon verifying that sexual harassment occurred, the principal or designee shall ensure that appropriate action is promptly taken to end the harassment, address its effects on the person subjected to the harassment, and prevent any further instances of harassment. A student may make either an informal complaint, which is a complaint which is either written or verbal, of an alleged act of sexual harassment; or a student may file a formal complaint, which is a complaint filed on the District's complaint form, with the Superintendent or designee in accordance with District's procedure.

The District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be kept confidential to the extent possible, within legal constraints and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

Legal Reference:

EDUCATION CODE

200-212.4 Prohibition of discrimination on the basis of sex; compliance; enforcement.

212.5 Sexual harassment

231.5 Sexual harassment policy

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48980 Annual Notification to Parents

Franklin v. Gwinnet County Schools 503 US 60 (1992)

Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)

Davis v. Monroe County Board of Education, 119 s. ct. 1661 (1999)

Policy

adopted: June 14, 1999

revised: December 6, 1999

revised: August 9, 2000

revised: July 26, 2005

Capistrano Unified School District

San Juan Capistrano, California