Parent Handbook

California State Preschool Program
Head Start

2017-2018
Dear Families,

Welcome to Child Development Services (CDS)! We are both excited and honored to have your child(ren) in our programs. As a part of the Santa Monica-Malibu Unified School District (SMMUSD), our department serves many children. With our many programs, including Head Start preschool, California State Preschool Programs (CSPP), the Infant/Toddler Center, and our School Age Program for students in grades TK – 3, we have the opportunity to fill many needs in our community. We hope you find the programs and the people in place ready to support your needs.

We understand school readiness is one of the most important skills we can offer our youngest students, but we also know families are the greatest support system our children can have. We offer our families opportunities to participate in workshops, parent groups and to sit on decision-making teams in CDS. We also incorporate health and nutritional services with our school readiness programs, because we believe these services can strengthen each child’s ability to participate successfully in school. We encourage you to find ways to participate with us. If you don’t see something that works for you, ask us – we’ll figure out ways you can participate!

This Parent Handbook is one way we can share information with you about who we are and what we do. Please read through the handbook – we hope it provides you with information you find useful. The handbook will share some of the ways you can be involved in your child’s education, as well as the roles and responsibilities of both parents and our staff. Finally, you will also find detailed information about the regulations that govern our programs.

Once again, thank you for being a part of our Child Development Services family. We look forward to a positive and productive year where we are able to work in partnership with you to best support our children. We hope you enjoy your experience with us!

Sincerely,

Susan Samarge-Powell, Ed.D
Director of Early Learning
Child Development Services
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To Be Approved by SMMUSD Board on 08/30/2017

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Board of Education

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Preschool Administration

Dr. Susan Samarge-Powell – Director of Early Learning
Reham Dabash – Assistant Director
Our Mission

To provide safe, nurturing programs where children can learn through their work, which we call play. Through their work, children develop the skills they need to succeed in the future.

CHILD DEVELOPMENT SERVICES
2828 Fourth Street
Santa Monica, CA 90405
Tel: (310) 399-5865
Fax: (310) 396-1618
OUR PROGRAM:
PHILOSOPHY, GOALS, AND OBJECTIVES

Program Description:
Head Start - California State Preschool Program is a subsidized program for low-income families and for preschoolers with disabilities. The U.S. Department of Health & Human Services, Office of Head Start, and the California Department of Education, Child Development Division determines eligibility guidelines. There are no fees or charges for the Head Start portion of the program, however, the state portion of the day may have fees for the full day program.

The Head Start Program operates 10 months a year, 5 days per week, and provides service for children from 3 to 5 years of age within the local community. Santa Monica-Malibu Unified School District Child Development Services is in compliance with the regulations stating that priority is given to 4 year olds, and also to families in most need (including families at risk and/or in crisis, and children with disabilities). Comprehensive services include education, social services, health, mental health, nutrition, and parent involvement.

Important note:
Families who have a need (working, attending school or training) are the only families eligible to receive services during the summer. Families must also work with their family advocate to provide proof of need during Spring Break.

PRESCHOOL PROGRAM GOALS

- Serve as a bridge between home and school.
- Provide a balance of educational, social, and physical development opportunities for all children.
- Respond to the changing needs and interests of children.
- Establish partnerships with families, which include opportunities for parents to volunteer and actively participate in all aspects of the program.
- Form collaborative relationships with community agencies.
- Promote communication amongst parents, administrators, and staff.
- Be an integral part of the school campuses where sites are located, and support the vision developed for each campus/site.
- Reflect SMMUSD Board adopted goals:
  1) Vision for Student Success (VSS).
  2) Capacity Building/Leadership Development.
  3) Facilities Improvement Projects – Measure ES.
  4). Communications
**DESIGNED RESULTS DEVELOPMENTAL PROFILE (DRDP)**

Child Development Services utilizes the DRDP as recommended by the California Department of Education (CDE) to ensure that all children are making progress in all domains: social emotional, language and literacy, math, science, social studies, and physical and health development.

- We use the DRDP (2015), a tool developed by the CDE to assess the development of children.
- Children are assessed within 60 days of enrollment and twice a year thereafter.
- Parent/guardian input is a necessary component of this assessment.
- The assessment is also used to plan and conduct developmental activities that are age appropriate for the children.

**Open Door Policy**

Child Development Services maintains an open-door policy. Parents are welcome to visit our classrooms unannounced to observe their child at any time during program hours. Our programs are based upon a partnership with the parents of the children enrolled. Therefore, parents are encouraged to participate in our programs. Parents planning to visit must adhere to our volunteer policy as described in the parent involvement section.

**Prohibition on Religious Instruction**

SMMUSD refrains from religious instruction or worship, and complies with the regulations which stipulate that religious instruction or worship is prohibited.

**Equal Access**

SMMUSD does not discriminate on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in determining which children and families are served. Our district understands and implements the requirements of the Americans with Disabilities Act (ADA) to make reasonable accommodations for children with disabilities.
- ADA-Title II: SMMUSD complies with Americans with Disabilities Act of 1990, Public Law 101-336 and 42 U.S.C. 12101 et seq. These regulations prohibit discrimination on the basis of disability, and require that no qualified individual with a disability be denied the benefit of Child Development services, programs, or activities.

**Nutrition**

Child Development Services provides breakfast, lunch and snack. All meals served meet or exceed requirements set by the U.S. Department of Agriculture and the California Department of Education, Child Care Food Program (CCFP). Our department participates in the California State Child and Adult Care Food Program and is subject to California State monitoring for the compliance to the regulations.

We provide:

- Balanced meals and snacks to all the children in our program.
- Nutrition screenings. Children identified to have nutritional or nutrition related concerns will be referred to the Registered Dietitian for further evaluation and consultation.
- Menus are posted in each classroom.
- Workshops on nutrition education.
- Register Dietician available for consultation upon request.
- Consultants available to answer questions about growth, anemia, healthy food choices.

**Due to CCFP regulation, food served at the centers:**

- **Cannot** be taken outside of the school
- **Cannot** be offered to children who are not enrolled in our program

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. (Not all prohibited bases apply to all programs.)

To file a complaint of discrimination, write USDA Director, Office of Civil Rights, Room 326-W, Written Building, 1400 Independence Avenue, SW, Washington, DC 20250-9410 or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

**Parent Involvement**

Parent participation is essential to the successful operation of each program. Parents/Guardians are strongly encouraged to volunteer in the classroom and on field trips if possible. District policy requires that all volunteers participate in preschool volunteer orientation training, and candidates must complete an Adult Tuberculosis (TB) Risk Assessment that is reviewed by a school nurse and submit a “Certification of Completion” to be filed with Child Development
Services. In addition, volunteers must have a clearance according to Megan’s Law Check, and in accordance with SMMUSD board policy. Parents are responsible for documenting volunteer hours on monthly volunteer time sheets. The following are additional examples of ways parents can be involved:

**CLASSROOM PARTICIPATION**

- Attend parent workshops
- Assist with field trips
- Donate items from home
- Share ideas and concerns with the teacher
- Share special interests with class (songs, stories)

**PARENT SITE MEETINGS**

- Attend monthly parent meetings
- Work on sub-committees
- Discuss successes and concerns
- Evaluate the program

**POLICY COMMITTEE & DISTRICT ADVISORY COMMITTEE**

- District Advisory Committee meetings
- Participate in decision making at the agency level for Head Start.

**DONATIONS FOR CLASSROOM ACTIVITIES**

- Wrapping paper scraps
- Toilet paper/paper towel rolls
- Craft sticks
- Empty food boxes
- Old magazines
- Old ribbon
- Old buttons
- Small containers
- Old calendar
PARENT PARTNERSHIP

- Share with teacher any circumstances that may cause the child to be upset at school.
- Participate as a classroom volunteer for the teacher.
- Work with your Family Advocate to create goals for you and your family.

PARENT CONFERENCES/HOME VISITS

Parent Conferences occur throughout the school year. **The Head Start program requires that teachers conduct a minimum of two (2) parent conferences and two (2) home visits per program year to discuss children’s developmental level, assessments, goals, etc.** Parents are strongly encouraged to ask questions and/or share concerns regarding their children or the program. Parents are also asked to provide input regarding children’s goals and program enhancement.

PARENT EDUCATION

- Attend the following frequent education workshops offered (based on parent need/interest):
  - Spring Preschool Conference
  - Adult Education and Reading programs throughout the district.
  - Father/Significant Male initiative workshops offered three times a year.
  - Oral Health.
  - Nutrition.
  - Understanding Child Development and Mental Health.

Early Childhood Environmental Rating Scale (ECERS)

Each preschool teacher is required to assess their classroom using the Early Childhood Environmental Rating Scale (ECERS) tool at least once each school year. The goal is that each classroom is designed to meet State requirements. The objective is for each sub-scale to receive at a minimum 5 out of 7 score. The information obtained from this assessment is then used to help teachers design and purchase materials each school year to enhance their classroom environments. This tool and classroom scores are available for parents to review.

Education Program

SMMUSD is committed to providing a quality educational program that focuses on the whole child, and support services that address the diverse needs of all our families. This is all done in
an environment that is rewarding, inclusive, and collaborative for all, including children with special needs. Our program encourages respect for the feelings and the rights of others, building trust and planning routines and transitions so they can occur in a timely, predictable and unhurried manner.

**Curriculum**

The Preschool program uses the Creative Curriculum©. This curriculum emphasizes that a child’s individual goals are based on a developmental continuum of 38 developmental learning objectives. These objectives are fully aligned with the Head Start Early Learning Framework and Preschool Learning Foundations. The overall framework is designed to address how children develop and learn, the significance of the environment in the process of learning, and the teachers and family’s roles. The Creative Curriculum© places a high priority on creating a classroom environment where children experiment, explore, and pursue their own interests through studies and investigations, commonly known as active learning. The curriculum is also easily linked to the assessment tools used in the preschool program and is inclusive of all learners, including children with disabilities. The curriculum also supports English language development in Dual Language Learners.

The individualized instruction, ongoing observations, and child assessments are based on eleven domains of development: language, literacy, math, science, approaches to learning, social-emotional, physical/health, social studies, logic and reasoning, creative arts and English language development. The instruction also includes active learning experiences, building on success and previous knowledge as children develop skills necessary for a successful entry into kindergarten. During the five (5) day school week, instruction is designed to develop children’s abilities to follow routines, work in a cooperative environment, follow health and safety rules, and successfully function in individual, small group, and large group settings. Head Start Program staff also conducts two home visits and two parent conferences held during the year to discuss children’s progress and plan mutual goals.

The standards for the child development and education program component shall include, but are not limited to, the following:

- The program approach is developmentally, linguistically, and culturally appropriate.
- The program is inclusive of children with special needs.
- The program encourages respect for the feelings and rights of others.
- The program supports children’s social and emotional development, by building trust, planning routines and transitions so they can occur in a timely, predictable, and unhurried manner.
- The program helps children develop emotional security and facility in social relationships.
- The program provides for the development of each child’s cognitive and language skills by using various strategies, including experimentation, inquiry, observation, play, exploration; opportunities for creative self-expression through activities.
- The program promotes each child’s physical development by promoting sufficient time, indoor and outdoor space, equipment, materials, and guidelines for active play and movement.
- The program develops and maintains practices that are healthy and safe.

**TITLE 5. Education – 18273**

**Head Start School Readiness Goals**

- **Language and Literacy:** Children will demonstrate increasing abilities in receptive and expressive language, as well as beginning reading and writing skills.

- **Cognition and General Knowledge:** Children will demonstrate increased cognition and knowledge as it relates to social science, science, mathematics, logic and reasoning.

- **Approaches Toward Learning:** Children will demonstrate increased abilities to engage in social interactions and learning experiences while participating in activities that allow for creative and imaginative expression.

- **Physical Well-Being and Motor Development:** Children will demonstrate an increase in health practices and motor skills.

- **Social and Emotional Development:** Children will demonstrate an increased ability to develop social relationships, regulate their behavior and emotions and foster a healthy self-concept.

- **English Language Development:** Children will demonstrate increased abilities in receptive and expressive English language skills, as well as engagement in English Literacy activities.

**Staff Development**

SMMUSD hires qualified staff to be part of our team. All staff members hold appropriate credentials or permits required by the state of California.

- New employees are provided an orientation to guide them to understand how district policies relate to their respective job description.

- CDS supports continuous growth by assessing the needs of the staff members, and providing professional development activities based on professional goals to enhance their growth.

- Staff members are evaluated annually.

- Internal communication mechanisms are in place, including email and voicemail, to provide staff with information necessary to carry out their respective duties.
**Program Self – Evaluation Process**

Child Development Services complies with the regulations requiring the department to conduct a yearly Self-Assessment of its programs. During this process, we identify areas of compliance and non-compliance, and we work together as a team to develop a written plan after the review that will allow correction of the items found out of compliance. Head Start monitoring protocols are used as well as the CDE Desired Results Self Evaluation Systems. For the program Summary Improvement we review the Desired Results Developmental Profile (DRDP), Environmental Rating Scales (ERS), and the compliance Monitor Report (CMR). Parents are welcome to participate in this process.

**Health and Social Services**

Upon enrollment, parents will be given the Family Assessment form to identify the family needs. The Family Advocate will review the form with each family, and will assist them in accessing referrals and services that the family may need. The Family Advocate will also provide a Resource and Referral guide for families who are identified as having needs.

**HEALTH:**

- A school nurse is on staff.
- Health Screenings: medical, dental, height, weight, vision, hearing, and developmental.
- Heights and weights twice a year
- Follow-up referrals for medical and dental treatment
- Immunization reminders

**MENTAL HEALTH:**

- Consultants are available for Mental Health and Disabilities Services.
- Consultants are available to answer questions about child’s growth and development, separation anxiety, divorce, death, etc. Appointments are made through Family Advocates.

**TRANSPORTATION SAFETY:**

- Pedestrian training for parents and children includes: emergency bus evacuation, safe riding practices, safety procedure for boarding and leaving the vehicle, crossing the street safely for pedestrians.
PARENT PARTNERSHIP AGREEMENT:

- As part of funding requirements, staff is available to assist parents in developing family goals, and with planning to successfully complete goals.
- Follow-up contacts are made throughout the year by Family Advocates.
- Parent workshops are offered throughout the year, and are based upon parent input and parent interests.

SUPPORT FOR CHILDREN WITH DISABILITIES:

- Developmental screenings occur within 45 days of the start of school
- Support and intervention for special needs: speech, developmental/language delays, gross motor or special health cases for Santa Monica residents.
- We provide referrals and assistance for those families residing outside of the district.

HOW TO QUALIFY FOR THE PROGRAM

ELIGIBILITY

Head Start - State Preschool is funded by Los Angeles County Office of Education Head Start Grantee, and California Department of Education. Policies for providing services are developed in accordance with the “Funding Terms and Conditions Contract” of the State Department of Education, California Child Care Licensing Requirements and Head Start Performance Standard Procedures, and have been approved by the SMMUSD Board of Education.

According to Regulation 1305.2(g) a child is eligible for Head Start services when the family meets the requirements for age and family income as established by the regulations. For eligibility purposes under Head Start Regulations, “family” means all persons living in the same household who are: (1) Supported by the income of the parents or guardians of the child enrolling or participating in the program; and (2) related to the parents or guardians by blood, marriage or adoption.

Eligibility is based on documentation and verification of at least one of the following:
- Current Public Assistance
- Homelessness
- Foster Care
• Out of the Home Placement
• Adoptive Placement
• Kinship Care
• Income eligible under the Head Start guidelines

**Income** - Total countable income means all income of the individuals counted in the family size according to Head Start regulations, for example:

- Gross cash income
- All earned income
- Military and veteran’s benefits
- Social Security benefits (SSI; disability only)
- Unemployment compensation
- Child support payment received/alimony
- Public assistance benefits

Applicants who are employed or self-employed are required to provide all documents requested by staff including but not limited to the following:

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<th>Self Employed</th>
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<td>• Income Tax with proper signatures for previous year or e-receipt.</td>
<td>• Official letter from source of income</td>
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<td>• Release authorization and payroll check stubs (one year previous to</td>
<td>• Copy of the most recently <strong>signed and completed</strong> tax return</td>
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<td>the date parent/guardian is applying for services).</td>
<td>• Other business records, such as ledgers, receipts, or business logs.</td>
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<td>• Release authorization and official letter from employer</td>
<td>• Affidavit under penalty of perjury</td>
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*In cases where applicant is not able to provide any of the documents mentioned above, staff will determine what documents to request to determine eligibility.

**SMMUSD - Child Development Services reserves the right to ask for additional documentation to verify income.**

**Family Size**

According to Head Start regulations, “family” means all persons living in the same household who are (1) supported by the income of the parent(s) or guardian(s) of the child enrolling or participating in the program; and (2) related to the parent(s) or guardian(s) by blood, marriage or adoption.
Supporting documentation for the number of all children in the family shall be at least one of the following:

- Birth certificate (for all children at home)
- Immunization record
- Child custody court order
- Adoption documents
- Foster Care placement records
- School or medical records
- County welfare department records
- Other reliable documentation indicating the relationship of the child to the parent

When a parent signs the application for services with information indicating that the child(ren) have another parent whose name does not appear on the application, the presence or absence of the parent shall be documented.

Supporting documentation of the presence or absence of the other parent shall be at least one of the following:

- Records of marriage, divorce, domestic partnership or legal separation
- Court-ordered child custody arrangement
- Evidence that the parent signing the application receives child support payments
- Rental receipts or agreement contracts, utility bills or other documents for the residence of the family indicating that the parent is the responsible party (children must live in California while receiving services)
- Any other documentation determined by staff, including a self-declaration under penalty of perjury, confirming the presence or absence of the parent of the child in the family (Self declarations are valid only for six (6) months; after that period staff will request for new proof of absent parent).

**Need / Fees**

To qualify parents must meet one of the requirements below and provide proper documentation:

- Child(ren) is/are a recipient of Child Protective Services through the county welfare department.
- Child(ren) identified as At Risk of being Abused, Neglected or Exploited by a qualified professional.
- Parent(s) engaged in Vocational Training/ Education, enrolled full time in school
- Parent(s) employed full time/ part time.
- Parent(s) seeking employment full time: parent/guardian must submit a seeking employment log on weekly basis to the assigned Family Advocate
- Parent(s) incapacitated – physician’s statement required

Eligibility for the subsidized spaces is not based on “first-come, first-serve” but is determined by the priorities established by the Office of Head Start (OHS) and Los Angeles County Office of Education (LACOE).
HOW FAMILIES ARE SELECTED

PRIORITIES:
Families are placed on a waiting list when the pre-enrollment application is received. Parent/guardian will be contacted when space is available if their child is next on the waiting list.

Families requesting Head Start Services are given priority in the following order:

1. Four-year-old or three-year-old children who receive Cal-Works, SSI, or foster services for Child Protective Services. Families who are homeless also receive priority on registration,
2. Four-year-old children in the following order:
   a) Children who were enrolled in the Head Start program as a three-year-old.
   b) Children whose families have the lowest income ranking based on the most recent income ranking schedule (ranking is based on family size and total countable income).
   c) After spaces are full and applications ranked, an eligibility list will establish priority based on Eligibility Point Count (EPC).
   d) If two families with the same EPC points are next on the list, staff will enroll children according to the day the Pre-enrollment application was received.
3. Three-year-old children (in the order mentioned above; with the exception of items listed on subsection a).

ENROLLMENT PROCESS

NOTIFICATION PROCESS:
When preschool openings are available, the Senior Office Specialist will refer to the waiting list and contact families according to the selection guidelines (please see priorities). Parents are contacted by mail, e-mail (if provided), or telephone to schedule an appointment to bring in the required documents for enrollment.

Documents to bring to your appointment:
To verify eligibility, bring the following documents to your appointment:

- Proof of all sources of income.
- Proof of need (see needs section).
- Birth certificates for all children under 18 (will be used for the state part of the enrollment)
• Utility bill under your name (gas, electric, water). If utilities are not under your name, you will be required to ask your landlord to fully complete and sign the “Proof of Residency” form or you must provide your rental agreement.
• Proof of need for services (work, school, incapacitation, homelessness).
• Immunization card (up-to-date), and proof of TB test/screening dated within a year from the date your child will start preschool services.
• Insurance card for the child.
• Proof of absent parent (if applicable).

If there are any changes in work/school schedules or income, parents have 5 days to report changes to the office. Failure to do so may result in termination.

**Notice of Action**

Head Start full day is a collaboration program with the California Department of Education CSPP part day. A total of 3.00 hours are paid from state funds, and the remainder hours are paid from Head Start funds. Families will receive a Notice of Action for the state part of the enrollment which will reflect only 3 hours. For families in Washington West preschool, the hours will reflect the family’s need.

**NOTICE OF ACTION & UPDATING RECORDS**

The “Notice of Action” (NOA) is a written notification of status change for California State Subsidized Families: (i.e. Provision, approval, change, and termination of services). Once a child is enrolled it is the parent(s)/guardian(s) responsibility to keep all documents and information updated. **Emergency cards are critical. They must be complete and current at all times.**

A notice of action will be issued by staff when any of the following occurs:

• Certification is completed
• Changes that affect need, fees and eligibility occur
• Termination of services

Upon receipt of a Notice of Action, all participants have the right of appeal. Please see the back of the NOA for information about the appeal process **(please note that the appeal process is time sensitive)**
HOW TO CONTINUE IN THE PROGRAM

RE-CERTIFICATION:

Families must recertify (re-submit enrollment documents) to continue services during the summer. All re-certifications are conducted by personnel; all the information submitted for eligibility will be verified. It is the responsibility of each parent/guardian to ensure that all eligibility documentation is up to date to avoid last minute arrangements. **Families who fail to recertify, may not receive services during the summer.**

Fee Payments

There are no fees assessed for the Head Start program. The state portion of the day may require a sliding fee for the full day program. Families must be eligible to qualify for this program; children will be admitted according to income guidelines, and eligibility requirements.

Abide by Agency Policies- Procedures and Program Requirements

It is the responsibility of the parent to abide by all policies; procedures, and requirements to obtain and continue receiving preschool services. Not doing so may mean termination of services.

PROGRAM POLICIES

ATTENDANCE: SIGN-IN AND OUT/ABSENCE POLICY

According to State Licensing and program regulations students in the state subsidized preschool programs are allowed only ten (10) “Best Interest” days per program year for vacation, family visits etc. Any absences in excess of ten (10) days, and not included under excused absences are considered **unexcused**, and may be cause for termination of services.

Children who are absent for five (5) consecutive days due to illness must have a medical clearance/doctor’s note prior to re-admittance. Children who have contracted a communicable illness, and are excluded by the public health department must have medical clearance prior to re-admittance, regardless of number of days absent.

- Regular attendance is required.
- Absences, whether excused or unexcused, may result in termination from the program.
• Parents are required to sign in and out on daily basis. **Full signatures are required for both arrival and departure times.**

• Parents **MUST NOTIFY** the teacher when their child is absent for any reason. Parents are to call the evening before or an hour before class begins to report their child’s absence. If parents do not notify the school then parents will be called or sent a text or e-mail. The absences report will be reviewed weekly by the Family Advocates to identify children with 3 days absences for unknown reason. The Family Advocates in partnership with the teacher, will attempt to call the parent and if unable to reach the parent will conduct a home visit to determine the child status.

• Absence excuses must be written on the sign-in sheet under “Reason for Absence” You **MUST write the symptom** i.e. cold, fever, cough, flu, headache, etc.

• Staff members will contact families when there are excessive absences.

**Chronic Absenteeism**

The Family Advocate will assess and identify children that fall below 85% attendance and follow up with parent to discuss the importance of developing regular attendance habits. If the following month the child’s attendance is falling below 85%, the Multi-Disciplinary Team will consider strategies to implement to support better attendance. The family will stay in the Multi-Disciplinary Team process so that all possible avenues are explored to support and work with the family to improve attendance. The family will remain in the Multi-Disciplinary Team process until there are three consecutive months of attendance above 85% threshold.

**Excused Absences** include:
- Illness or quarantine of child
- Illness or quarantine of parent
- Court-ordered visitation (court order must be on file at Child Development Services) Ed Code 8208

**Best Interest Days:** (10 per year July – June)
- Religious activities
- Family vacation
- Special time with relatives
- School activities (mandatory)
- Sport activities
- Play dates
- Doctor’s Appointments/Dental Appointments
- Court Appearance
- Child was too tired to attend, didn’t sleep well or overslept

**Family Emergency:**
- Death in family – day of the death and funeral (parents, sibling, grandparents, aunt, uncle)
- Earthquake or other severe weather conditions
- Transportation problems (up to two days only)
- Civil unrest
- Sibling Illness
**Unexcused Absences** are absences not listed above and may include:
- Personal family business
- School Activities (non-mandatory)
- No transportation (after the second day)

**Signing In and Out**

According to State Licensing and program regulations, children **MUST** be signed-in and out daily. Only custodial parents and authorized adults (those listed on the emergency card) are allowed to sign out or remove a child from a classroom. **Staff members will require a picture identification if they are unfamiliar with the adult picking up the child.** Individuals under eighteen (18) years will not be allowed to sign children in or out, unless the individual is the child’s custodial parent. **Full signatures are always required. Use EXACT time when signing in and out.**

**Recording/Verifying Absences**

Parents/guardians must be specific when recording reasons for absences (i.e. Flu, Fever, Vomiting). **Absence excuses must be written on the last column of the sign-in sheet under the “reason for absence” box. Parent/guardian must provide full signature, and provide supporting documentation about the absence to ensure proper categorization. Please be reminded that general explanations such as sick, not feeling well, personal, etc. are not acceptable.** You **MUST write the symptom** i.e. cold, fever, cough, flu, headache, etc.

If a parent/guardian is not sure about recording the absence, please consult with the CDS office staff or your child’s teacher.

**Drop-Off**

No child shall be accepted without contact between the classroom staff and the authorized adult bringing the child to the center. Parents/Adults bringing the child to class must ensure that the child has received a daily wellness check by a staff member, prior to departure. Classes begin at the posted time by the teacher. Children must be dropped off on time to avoid disrupting the classroom’s routine.

**Pick-Up**

Children must be picked up from the center as agreed by their contracted time. **Under no circumstance** may parents/guardians leave their children at school after the closing hours.

Parents/guardians must authorize CDS staff in writing to release the child to adults **not** identified on the emergency card. Please note that a fax is acceptable; however, arrangements cannot be made by telephone. Adults will be required to show photo identification if they are unfamiliar to staff. **Adults must be eighteen (18) years or older.**

**NOTE:** **It is imperative to authorize and list several local adults on the emergency card. Please ensure that all contact information is current.**
<table>
<thead>
<tr>
<th>Consequences for Late Pick-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Incident</strong></td>
</tr>
<tr>
<td>Sign late pick-up form</td>
</tr>
<tr>
<td>Verbal warning</td>
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<tr>
<td>Receive written warning letter</td>
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**JOINT CUSTODY**

In the event that custody of children is shared jointly, children will be released to either parent and to any adult listed on the emergency card provided by either parent.

Should disagreements arise between the parents related to issues of who may pick up the child; staff will follow any and all procedures outlined in court orders. After this, if further disagreements arise, parents will be asked to return to court for clarification.

**Health & Safety**

It is important for all children to be healthy, since healthy children are best able to reach their full potential. Child Development Services establishes procedures and routines throughout the program to ensure that participating children are healthy and safe while in school. Because of this, **all health requirements are due prior to child’s start date**.

**Child Abuse Reporting**

All CDS Staff are Mandated Reporters. This means we are required to contact DCFS if we suspect child abuse. Child abuse and neglect are serious issues for personnel who work with children on a basis. We hope never to encounter incidents of child abuse or neglect. However, we recognize that there could be a possibility that a child in our program may be suffering from abuse or neglect at home. This information is given not to frighten you, but rather familiarize you with our responsibilities as teachers, child-care professionals, and service providers.

Possible child abuse indicators that mandate a call to Department of Child and Family Services and/or the police include *(According to Penal Code Section 11165)*:
- **Physical abuse** – Unexplained bruises, burns, welts, fractures, lacerations etc.

- **Sexual abuse** – Difficulty walking or sitting, pain when urinating/defecating, injury or pain to genital area, unusual foul odor emanating from genital area.

- **Mental/Emotional abuse** – Failure to thrive, depression (child appears sad often, empty facial expression), severe aggression towards self and others.

- **Neglect** – Underweight, poor growth pattern, consistent hunger, unattended physical problems or medical needs, general unattended appearance (soiled clothing, inappropriate clothing, and unusual body odor).

**DISCIPLINE POLICY**

The purpose of discipline is to help children develop self-control and to become responsible for their own behavior.

We help children develop self-discipline by:
- Providing opportunities for children to select activities
- Modeling desired behavior(s) such as fairness and cooperation
- Redirecting inappropriate behavior quickly, for instance moving the child to another activity
- Teaching children how to resolve conflicts positively
- Using verbal reminders
- Involving parents
- **Physical punishment is never allowed**; State of California Child Care Center Licensing Regulation 101223.

If a child is unresponsive to the above-mentioned techniques, remains uncooperative, and jeopardizes the safety of themselves or others, the following steps will be taken:

- Written notification will be provided to the parent/guardian via a parent – teacher conference and/or Incident Report.

- A team, including the Family Advocate, teacher, parent, and Assistant Director or Coordinator, will develop a plan to be implemented after each incident. The team will meet to review the plan periodically or as needed.

- When a student demonstrates continuous unsafe behavior on center grounds, this **might cause termination of services due to jeopardizing the safety of themselves or others.**

In emergency situations (i.e. a perceived threat to persons or property or extreme disruption to the program) parents may be called to pick-up their child.
**HEALTH POLICIES:**

**Immunizations**
All children enrolled in licensed child care facilities and public schools must have current and up-to-date immunizations. In the case of a medical exemption the healthcare provider must provide written documentation of which immunizations are to be exempt and whether it will be permanent or temporary. All unvaccinated children will be excluded in the event of an outbreak of a vaccine preventable illness.

**Daily Wellness Checks**
A daily wellness or “health” check must be completed daily before the adult responsible for bringing the child leaves. This procedure is necessary to ensure children are healthy, and able to participate in daily activities. Children brought to the classroom that meet medical exclusion criteria will not be permitted to remain in the classroom.

**Illness Exclusion Guidelines**
The observation of illness at home can help prevent inconveniences, prolonged child illness and infectious outbreaks. If you observe any of the following symptoms of illness **please keep your child at home.**

*All potential health-related exclusions are subject to review by the School Nurse.*

**Respiratory illness and colds** – Children with a cough, stuffy or runny noses will not necessarily be excluded. Children will be excluded if they have or have had a fever over 100°F within 24 hours with or without fever reducing medication. A child may be excluded at the teacher, nurse or administrative discretion when the child appears too ill to participate in school activities.

**Diarrhea** – A child with two or more loose or watery stools within 24 hours will be excluded until there have been no loose or watery stools for 24 hours.

**Fever** – An oral temperature 101°F or greater; rectal temperature of 102°F or greater; axillaries (armpit) temperature of 100°F or greater. Children must be free of fever for 24 hours (without fever reducing medication) before returning to school.

**Conjunctivitis (pink-eye)** – Children with bacterial conjunctivitis (pink-eye) should receive medical attention and return to school 24 hours after prescribed treatment is initiated.

**Head Lice** – Children who exhibit evidence of live head lice will be excluded by classroom staff, and may not return until after treatment has begun and there are no live head lice. The daily health check will include a lice check until all nits have been removed.
**Signs of Possible Severe Illness** – Children who exhibit lethargy, irritability, persistent crying, difficulty breathing, and uncontrolled coughing may be requested to be picked up at the teacher/nurse discretion.

**Vomiting** – A child is excluded when vomiting occurs two or more times within 24 hours (unless the vomiting is determined to be due to a non-communicable condition), if the child is in danger of dehydration, or if vomiting is accompanied by a fever.

**Mouth Sores** – Preschool children exhibiting excessive drooling in conjunction with sores in or near mouth shall be excluded, unless the child’s physician or local health department authority states the child is not infectious.

**Rash** – Children who have unidentified rashes shall be excluded, especially when the rash is accompanied by a fever or behavior change, or is associated with a communicable illness. Children can return with a child’s physician note that determines that the rash is not contagious. Any open sores must be covered with a band-aid or clothing.


**Returning to Class after Illness**

Any child or adult who has been absent as a result of communicable disease/illness may not be re-admitted to the classroom until there is written assurance by a physician (or medical professional) that the child or adult no longer has any evidence of the communicable disease/illness. **5 day absences due to illness will require a doctor’s release note to clear re-entry into school.**

**Administering Medication**

Children taking prescription, over-the-counter, or homeopathic medication at school require the following:

1. Medical form with a written detailed description of the condition including the name and dosage of each medication signed by the doctor. Forms are available from the school nurse or staff.
2. Written permission to administer the prescription or medication signed by the parent and the physician. *Dosage and times that medication is to be administered must be included.*
3. Medications must be in the original container with the pharmacy label attached
4. Medications should not expire during the school year
5. If your doctor states that the child has a need for a medication, you must bring the medication or sign a refusal to supply the medication to the school.
6. Written Authorization and the Medication in the Pharmacy label must be submitted to the CDS office to be reviewed by the nurse
7. The teacher and nurse must be notified immediately of any updates or changes to medication and/or prescription.
8. Medications are to be picked up and taken home on the last day of school

Allergies/ Medical Conditions

All diagnosed allergies and medical conditions must be documented in child’s file, and each staff person responsible for supervising the child must be notified. It is the parent/guardian’s responsibility to inform the staff at the time of enrollment and the child’s teacher of any and all known (potentially harmful) allergies or medical conditions, i.e. asthma, diabetes, seizures, etc. Staff is trained on the use of the EPIPEN in case of allergic emergency. If you do not wish to have your child administered an Epipen in case of an anaphylactic reaction, you must sign a refusal statement.

Emergency Preparedness/Response

Each classroom posts information regarding Disaster Preparedness and Response (earthquakes, fires, floods, etc.). In case of an emergency the staff has access to your child’s personal emergency kits. Children will routinely participate in scheduled emergency drills.

Staff will stay with the children in emergency situations until the crisis subsides, and will also make efforts to comfort children during these high-stress situations. Please be reminded children will only be released to persons on the emergency card who present photo identification. Parents/guardians who retrieve children during an emergency/crisis will need to sign a release form indicating the time the child was picked-up.

First Aid Procedures

At the centers, we make every effort to make sure your child is safe. However, minor accidents beyond our control may occur. Simple injuries will be treated at school by applying ice, soap & water, and/or bandages. In the event that a more serious injury occurs, you will be notified at once, and The Santa Monica Fire Department/Paramedics will be called if necessary. All program teachers are CPR and First-Aid trained.

Nutrition

- The preschool program serves breakfast, lunch, and PM snack depending on contract hours
- All food provided must be eaten in class. Food may not be taken home.
- Sugary and/or high sodium snacks are not allowed (cakes, donuts, candy, chips, etc.)
- Only acceptable pre-packaged food items to celebrate birthdays will be allowed (fresh fruit, yogurt, muffins, and juice)
- Meals are provided for enrolled children only.
- Adults must use gloves while handling food items.
• Children engage in preventive wellness practices.

Special Nutrition Needs

Food Allergy – If your child has a food allergy, it is essential to let staff know. The child’s doctor must complete a special form stating there is a medical reason the child cannot have a certain food, and suggest substitute foods that would be appropriate. This form can be obtained from the CDS Office Staff, and must be completed prior to starting school.

Religious or personal food accommodations will be made to the extent possible with our food vendors. Concerns regarding food accommodations must be discussed with the Nutrition Consultant.

All parents enrolled in our preschools must follow the following program policies:

• Children should wear appropriate clothing that allow the child to successfully use the bathroom.
• Teachers can work with parents by designing a toilet learning plan
• Shoes should be closed-toe, have backs and non-skid soles.
• Staff will not be responsible for lost, stolen, or damaged belongings. Valuables such as jewelry, money, toys should remain at home. Please label coats, sweaters, and blankets.
• Please help and remind your child to use their cubby and care for personal items.
• Do not send food to school.
• “Treasures” from home are allowed only on “Sharing Day” (See your child’s teacher for more details).
• Preschool children rest at preschool. Therefore, each child can bring a blanket from home. Parents are responsible for labeling blankets, and laundering them on a weekly basis.
• Spanking of children is not allowed; please do not spank any child, including your own.
• Staff is required to report suspected child abuse (Penal Code Section 11166).
• Please bring concerns or questions to the teacher first. If the teacher is unable to assist you, feel free to contact CDS Administrative office.
• Please park in designated areas only, handicap parking requires a state permit. Never leave children unattended. Cars with unattended children will be reported to the Santa Monica Police Department.
• Fundraising activities will be voted on at the Parent Group meetings. Only approved agency fundraising is allowed.
• Inform teacher immediately when your child will be absent.
• Please ensure emergency cards are updated. At least three (3) names and phone numbers are required for emergency purposes. Persons listed on the emergency card must be prepared to show identification.
• CAR SEAT LAW – Children under the age of 6 years (regardless of weight) or less than 60 lbs (regardless of age) must be in an appropriate car seat while in an automobile. Preschool children must be in a child passenger restraint system (car seat) while riding on school buses during field trips.

• Under no circumstances will the SMMUSD Preschool program solicit, encourage, or in any other way condition a child's enrollment or participation in the program upon the payment of a fee.

• We request that parents give the program two week notice prior to terminating child care services.

Procedure to report termination of services:
• YOU MUST inform your child’s teacher immediately
• YOU MUST notify the office staff in writing, and stating the exact last day you wish services to be terminated for your child
• Ensure the attendance sheet for your child is fully completed (including absences) up to the last day of services.

GENERAL POLICIES

FIELD TRIPS
The SMMUSD Preschool program provides opportunities for children to go on educational field trips throughout the year. To ensure your child’s health and safety, the following guidelines apply:
• Children must ride with an appropriate car seat that is self-restraining (has its own restraint straps).
• Siblings are not permitted to attend field trips.
• Volunteers must ride on the bus with children (must be cleared and have a certificate)
• Parents/guardians may not sign in/out their child during the field trip while the class is away from the center. Children must be signed-out upon return to the school.
• Snacks are provided. Please do not send any lunches or extra snacks.
• Children must remain under the supervision of a teacher during field trips.
• All necessary permission slips must be signed prior to the field trip date.
• Remember to arrive on time to school on the day of the field trip. If for any reason your child is unable to attend the field trip from the time they depart from school to the time they return to school, please contact the person in charge – at the site so that alternative arrangements can be made.

Remember to arrive on time to school on the day of the field trip. Your child might not be able to attend the trip if you arrive late.
CELEBRATIONS

CDS does not permit preschool graduations. Special celebrations are planned throughout the school year and at the conclusion of the year to make the preschool experience memorable. Caps and gowns are not developmentally appropriate practices for young children, and therefore will not be part of our year-end activities.

Birthdays are very important days for preschoolers! Each child will receive special recognition on his/her birthday, with the parent’s approval. Although we do not have birthday parties at school, we will help children celebrate their own special day with songs and other activities. If you want to bring a special treat to help celebrate the event, please check with your child’s teacher and be sure to adhere to the following district nutrition policy:

- Homemade items are not allowed.
- Foods must be brought in their original packaging otherwise items will not be served to the children.
- Nutritionally acceptable foods include fresh fruit, yogurt, muffins, and juice.
- No cakes, cookies, or other high sugar/high fat treats are allowed.
- Please note that Board Policies do not allow distribution of invitations for off-site activities on campus.

CONFIDENTIALITY

Santa Monica-Malibu Unified School District is in compliance with the regulations that mandate confidentiality of records. This represents that all information obtained from families to determine eligibility, complete, and maintain enrollment is strictly confidential. All information is maintained by authorized district personnel, and viewed only by funding source personnel. Confidential records will not be released unless stipulated by written parent/guardian permission.

UNIFORM COMPLAINT PROCEDURE

A complaint is a written statement alleging discrimination, harassment, or a violation of a federal or state law or regulation. A complaint must be filed by way of the Uniform Complaint Procedures (UCP) as written in the regulations. The following documents describe the process in filing a complaint. Topics include referring complaint issues, local educational agency responsibilities, district policies and procedures, filing a local complaint, time lines, appealing local agency decisions, department resolution procedures, the on-site investigation process, and CDE's investigation procedures and investigation report.
The Governing Board recognizes that the district is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The district shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations and/or alleging discrimination and shall seek to resolve those complaints in accordance with the procedures set out in Sections 4600-4687 of the Title 5 Regulations and in accordance with the policies and procedures of the governing board. (5 CCR 4620)

The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination against any protected group as identified under Education Code 200 and 220 and Government Code 11135, including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any district program or activity that receives or benefits from state financial assistance. (5 CCR 4610) (AR 1312.3)

Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education, child care and development programs, nutrition services, and special education programs. (5 CCR 4610) (AR 1312.3)

**Complaint and fair hearing process:** When actions are taken by the program, that directly impacts a participating family (i.e. termination of services, etc.) the family has a right to a fair hearing regarding the action(s). Upon receipt of the Notice of Action (NOA), all parents have the right of appeal. Please see the back of the NOA for instructions regarding the Appeal Process.

Parents are strongly encouraged to meet and resolve issues at the center. The administrative staff is eager to hear your suggestions and concerns regarding programs. However if concerns or issues are not resolved, parents may use the following procedure:

- Complaints made under these procedures shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.
- Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation.
- If the complainant refuses mediation or if the mediation process does not solve the problem, the compliance officer shall proceed with his/her investigation of the complaint.
- Within sixty days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district’s investigation and decision.
- If dissatisfied with the district’s decision, the complainant may appeal in writing to the California State Department of Education (CDE) within 15 days of receiving the district’s decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the district’s decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district’s decision.
The rules above mentioned are according to the “Uniform Complaint Procedure” of the Board of Education Regulation # AR 1312.3 Title 5, Section 430. The “Notice of Action” also covers the parent’s rights that receive subsidized services for their children.

If you are not satisfied with the decision made by CDS, you also have other options through the Federal or State Court. Any person with discrimination allegations or violations has the right to file a Civil Case including but limited to a judicial mandate, restriction orders, or any other legal order. Please be aware that it is recommended that you seek legal help. (Legal costs are paid by the plaintiff) Complaints of discriminations with valid basis can also be made with:

- Assistant Superintendent, Human Resources/SMMUSD (310) 450-8338, ext. 70-375
  1651 16th Street. Santa Monica, CA 90404.
  Or to:
- United States Department of Justice (800) 541-0301 (voice TDD/TTY)

The Superintendent or designee shall meet the notification requirements of the Code of Regulations, Title 5, Section 4622, including the annual dissemination of district complaint procedures and information about available appeals, civil law remedies and conditions under which a complaint may be taken directly to the California Department of Education. The Superintendent or designee shall ensure that complainants understand that they may pursue other remedies, including actions before civil courts or other public agencies. The Superintendent or designee shall annually provide written notification of the district's uniform complaint procedures to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)

Parents also have the right to appeal or submit a complaint to the State Department of Education/Child Development Division if they feel they have been discriminated by the Department of Child Development Services. The complaint must be in writing to the following address:

Child Development Division
Complaint Coordinator
1430 N Street, Suite 3410
Sacramento, CA 95814

**SEXUAL HARASSMENT**

The Board of Education prohibits sexual harassment of any student by any person. Teachers shall discuss this policy with their students in age-appropriate ways and students will be taught that they need not endure sexual harassment.

Any student who engages in sexual harassment may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

The Board expects students and staff to report incidents of sexual harassment as soon as possible to the principal or to a responsible member of the staff who will help the complainant make a
formal complaint. The complainant will be given a copy of AR 1312.3 – Uniform Complaint Procedures. Complaints of harassment can be filed in accordance with these procedures. The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Policy number 5145.7

TERMINATION POLICIES

The following are common reasons for termination from the program:

• Failure to adhere to contract hours.
• Excessive excused and/or unexcused absences.
• Parent engaging in malicious or threatening behavior towards staff, other parents, and/or other children.
• Violations of any Education Code regarding firearms, alcohol, drugs, physical violence, theft, willful destruction of property, any conduct by parent, child, or relatives resulting in harm to person or property while on the center grounds.
• Failure to provide necessary and/or requested information for continued enrollment
• Child jeopardizing the safety of themselves or others.
WHAT IS CHILD DEVELOPMENT?

Child development is a process every child goes through. It involves learning and mastering skills that help children function and learn independently. Children acquire these skills, called developmental milestones, during predictable time periods.

The six main areas of School Readiness:
1. **Language and Literacy** – Children will increase their understanding and expression of written and spoken language in English and their home language.
2. **Cognition and General Knowledge** – Children will increase their ability to reason, analyze, and understand learning concepts.
3. **Approaches Toward Learning** – Children will increase their effort, persistence, and motivation in learning experiences.
4. **Physical Well-Being** – Children will demonstrate healthy behaviors and safety practices.
5. **Motor Development** – Children will develop improved physical coordination and control.
6. **Social and Emotional Development** – Children will learn to regulate their behavior and emotions and increase their abilities to develop positive relationships with children and adults.

WHAT IS A DEVELOPMENTAL MILESTONE?

A developmental milestone is a skill that a child acquires within a specific time frame. For instance, one developmental milestone is learning to walk. Milestones develop in a sequential fashion. This means that a child will need to develop some skills before he/she can develop new skills (children will learn to crawl and pull-up to a standing position, before learning to walk.). Each milestone a child acquires builds on the last milestone developed. Each child is an individual and may meet developmental milestones a little earlier or later than his/her peers. DON’T BE ALARMED! We have all heard comments such as “He was walking much earlier than his brother.” Children are unique and will develop at their own pace. However, there are defined “windows” or “blocks of time” when typically developing children will meet a milestone. This is usually how experts determine if there is need for concern. If a child is well beyond a typical “window” or timeframe, or has never developed prerequisite skills to build upon, then that may be a sign that the child is not meeting developmental milestones. Whenever you have questions or concerns do not hesitate to ask your child’s teacher for more information, or consult with your child’s pediatrician.

**Meeting the Developmental Milestones!**

Parents and teachers want children to be the best they can be! The research indicates that two important factors contribute to children’s development: Nature (genes) and Nurture (environment).

Nature refers to children’s genetic “make-up”; in other words, what we are all born with (e.g. blue eyes, brown skin, left-handed, etc.)
Nurture refers to children’s environments and experiences. This includes experiences children have in their home, community, and school environments. The environment can either improve or harm a child’s genetic “blueprint”. For example malnourished children may not reach their IQ potential because of the impact of the lack of nutrients on brain development. We have very little control over nature, but we can enhance nurture! The following are simple things parents can do to encourage healthy development:

- Give your child lots of love and attention! Regardless of the child’s age, holding hugging, and listening are important ways to show your child they matter!
- Talk, sing, play, eat with, and read to your child. Your child will grow up feeling special and important to you, and you will learn a lot about your child’s interests and skills.
- READ, READ, READ. Children who are read to by their parents have a larger vocabulary than other children. Reading also provides children with new perspectives about the world they live in, and is great brain exercise!
- Develop consistent and easily understood rules. Reward behaviors you want to see your child do more, and have appropriate consequences for behaviors you don’t wish your child to continue to do.
- Limit TV and video time to no more than 1 to 2 hours per day, opt to read or play with your child instead!
- Don’t be afraid to ask for help or more information. Your child’s teacher is a wonderful resource, so connect with him/her and develop strategies together.
- Ensure that your child is eating healthy, nutrient-rich foods. This enhances natural development.
- Encourage your child to figure things out by experimenting, exploring, and predicting whenever appropriate, and as much as possible. The idea is to create critical and creative thinkers.
- Run, jump, skip, and play with your child. Exercise is essential to physical development, and is one more opportunity to connect/bond with your child.

For more information you may access: www.howkidsdevelop.com (2008).

**How to Prepare Your Child for the First Day of Preschool**

1. Begin talking to your child about going to preschool months ahead of time. Say things like, “When you go to school you’ll get to meet a lot of new friends, or learn a lot of fun, new things.”
2. Drive or walk past the school and point it out. Tell your child, “There’s where you get to go to school.”
3. Let your child pick out a fun backpack for school. They will feel like a big boy or girl the first day of school with their new backpack. They probably won’t have much to put in their backpack but it’s a great place to keep a security object like a stuffed animal or a picture.
4. Make sure to go to the program and class orientations. Your child can meet the teacher and see the classroom. You can also schedule a tour prior to the first day of school.
5. Read books or watch videos about going to school with your child. This will help prepare them and is a great time to talk about school and answer any questions your child has.
6. Put your children in bed earlier. Doctors recommend children from preschool to fifth grades get as much as 10 to 11 hours of sleep each night. Lack of sleep can affect children's ability to learn and may affect their immune systems.
7. Establish a routine. Get your children ready to start the day earlier before school starts so they will become accustomed to waking up in time to get ready for school. Children need to establish routines in order to feel secure and at ease.
8. Be enthusiastic about going to school. As that first day of school approaches, the more excited and confident you are, the more your children will be too.
9. Prepare a special first day of school breakfast. Make your preschooler feel special with a crown or balloons on their chair.
10. Draw a picture of what the clock will look like when you will be back to pick them up. Separating is hard for some children and this will give them a little extra reassurance that you'll be back.
11. When you drop off your child at school, give them a hug and kiss and tell them that you'll be back when the clock is the same as the picture. Tell them to have fun too!
12. If they cry, reassure them and then leave. It will be hard, but if you stay they will just learn that the more they cry, the longer you will stay. In most cases, your child is fine once you leave. If you need to reassure yourself, call and check.
13. Try not to be late picking up your child after school. Greet your child with a big hug. In no time, school will be part of their routine.
14. Read to your children daily. Parents can help calm children at bedtime by reading to them. Books at bedtime also expose children to language, sounds, new ideas, and the love of reading.

_CDE/eHow.com_

**Transportation Safety Tips for Children**

**TRAVELING SAFELY WITH CHILDREN: THE BASICS**

- Everybody needs a child safety seat, booster seat, and safety belt!
- There must be one safety belt for each person. Buckling two people, even children, into one belt could injure both.
- People who are not buckled up can be thrown from the car or around inside the car, and seriously hurt themselves or others.
- Never hold a child on your lap! You could crush him/her in a crash, or the child may be torn from your arms.
- Never ride in the cargo area of a station wagon, van, or pickup! Anyone riding in the cargo area could be thrown out and severely injured or killed.
• No one seat is “best”, the “best” child safety seat is the one that fits your child and can be installed correctly. If you are not sure about how safe the car seat is, visit a child safety seat inspection station
• Children age 12 and under should ride properly restrained in back.

CHOOSING AND USING THE CORRECT SEAT

New child safety seats and booster seats come with registration cards. Be sure to register your new seat so you will be notified if there is a recall. If you don’t have a card, call the safety seat manufacturer.

www.nhtsa.dot.gov

Preventing Injuries to Child Pedestrians

Parents are the most important models of proper pedestrian behavior for children. Through education, parents can provide safety training skills important to avoid injuries. Children have different abilities to receive information, and different learning styles. It is important that adults expose their children to different scenarios when teaching their children pedestrian safety.

As you probably know, preschool children move quickly and are often unaware of danger. Each year many children are injured or killed when they suddenly dart into the paths of cars. Did you know that: (1) most preschoolers who are injured are near their homes, on their own streets or even in their own driveways, and (2) most traffic crashes involving preschoolers occur in fair and warm weather?

Preschoolers should NOT be allowed to cross the street alone. Teach them who can help them cross the street safely. You can start teaching pedestrian safety to preschoolers by holding their hand and teaching them how to cross the street safely.

Things to consider when walking the streets:

• **Cross streets safely.** Cross at a corner, using traffic signals and crosswalks. Try to make eye contact with drivers before crossing in front of them. Don’t assume that because you can see the driver, the driver can see you. Look left, right and left again when crossing, and keep looking as you cross. Walk; don’t run, across the street.
• **Walk on sidewalks or paths.** If there are no sidewalks, walk facing traffic as far to the left as possible.
• **Be a safe pedestrian around cars.** Watch for cars that are turning or backing up. Parents and children should hold hands in parking lots. Do not walk out between two parked cars.

**Set pedestrian safety rules for your children**
• Do not rely only on laws, signs, and signals to tell you when to cross the street. Always watch for traffic before crossing.
• Pay attention, obey all signs and signals
• Make sure you are visible to drivers.
• Have patience when crossing the street. Even if you have the right of way, wait until it is safe to cross.
• Cross only at corners or marked crosswalks
• Never allow children under age 10 to cross streets alone. Adult supervision is essential until you are sure a child has good traffic skills and judgment.
• Children should walk on direct routes with the fewest street crossings.
• Make sure children know to cross at least 10 feet in front of a school bus, never behind, and to wait for adults on the same side of the street as the school bus loading or unloading zone.
• Teach your child never to run out into a street for a ball, a pet or any other reason.

Help create an environment that’s safe for pedestrians.

• Everyone driving must always look around for pedestrians.
• Identify errors that contribute to pedestrian injuries
• Be patient when driving, even if you have the right of way
• Make sure your child plays in safe places away from motor vehicles, such as yards, parks and playgrounds –never in the street. Fence off play areas from driveways and streets.
• Buy clothing and accessories incorporating reflective materials for your family to wear at dawn and dusk, in the evening and during other low-light situations, such as rainy or foggy weather.
• Check frequently for children when backing out of a driveway or a parking space.

PARENT’S RIGHTS

1. Our preschool program invites parents to drop in unannounced at any time to observe our classrooms. Parents/Guardians, upon presentation of identification, have the right to enter and inspect the child-care facility, in which their child is receiving care, without advance notice. Entry and inspection are limited to the normal operating hours while their child/children are receiving care. The district requires that all visitors check-in at the main school office and obtain a visitor identification to wear for identification purposes.

2. The law prohibits discrimination or retaliation against any child or parent/guardian for exercising their right to inspect.

3. The law requires that parents/guardians be notified of their right to enter and inspect.

4. The law requires that this notice of Parents’ Rights to enter and inspect be posted in the facility in a location accessible to parents/guardians.
5. The law authorizes the person in charge of the facility to deny access to a parent/guardian under the following circumstances:
   - The parent/guardian is behaving in a way which poses a risk to the children in the facility.
   - The adult is a non-custodial parent and the facility has been instructed in writing through a court order to deny access to the non-custodial parent.

Parents **do not** have the right to engage in disciplinary actions with any child other than their own.
Parents **do not** have the right to threaten, intimidate, or be disrespectful to staff.

APPENDICES
The following are half days due to teacher training:

(School will be closed at 12:00 p.m.)

- September 14, 2017
- October 26, 2017
- November 9, 2017
- December 14, 2017
- January 25, 2018
- February 8, 2018
- March 8, 2018
- April 12, 2018
- May 10, 2018

Days School Closed:

- September 4, 2017
- September 21, 2017
- November 6, 2017
- November 10, 2017
- November 23, 2017
- November 24, 2017
- December 25–January 8, 2018
- Labor Day Holiday
- Local Holiday (observed)
- Parent Conferences / Pupil Free Day
- Veterans’ Day Holiday
- Thanksgiving Holiday
- Admissions Day Observed
- Winter Recess
- January 15, 2018
- February 19, 2018
- March 26–April 6, 2018
- May 28, 2018
- Martin Luther King, Jr. Holiday
- Presidents’ Day Holiday
- Spring Recess
- Memorial Day Holiday
HEAD START – CALIFORNIA STATE PRESCHOOL PROGRAM
SAMPLE DAILY SCHEDULE

8:00 AM – 2:30 PM (6 1/2 hours)

**AM** *(Morning Routine)*
- 8:00  Arrival & Greeting
- 8:15  Breakfast
- 8:30  Circle Time
- 8:45  Choice Time (blocks, arts & crafts, computer, manipulative, library, writing center).
- 9:25  Outdoor activities/exploration time
- 10:10 Indoor- small group activities
- 10:40 Group activity (e.g. music & movement, storytelling, gardening, etc.)
- 11:15 Lunch
- 11:45 Tooth-brushing activity/toileting

**PM** *(Noon - Afternoon Routine)*
- 12:00  Reading/Story time
- 12:15  Rest/Nap
- 1:30  Snack
- 1:50  Indoor group time
- 2:30  Dismissal

Please Check the Parent Bulletin Board for Weekly Lesson Plans
Child Development Preschool Sites

Child Development Services
2828 Fourth Street
Santa Monica, CA 90405
Phone: (310) 399-5865 • Enrollment Fax: (310) 396-1618

Head Start/California State Preschool Programs

John Muir Preschool
2526 Sixth Street
Santa Monica, CA 90405
(310) 392-3914 or 399-7721 x 64-131
Head Start/CSPP 8:00 a.m. – 2:30p.m.

McKinley Preschool
2401 Santa Monica Blvd.
Santa Monica, CA 90404
(310) 828-3010 or 828-5011 x Moon
Room 65-134 Sun Room 65-133
Head Start/CSPP 8:00 a.m. - 2:30p.m

Washington West Preschool
2802 Fourth Street
Santa Monica, CA 90405
(310) 399-5865 x 79-551
Head Start/ CSPP
*7:30 a.m. – 6:00p.m.

Will Rogers Preschool
2401 14th Street
Santa Monica, CA 90405
(310) 452-2364
Head Start/CSPP 8:00 a.m. - 2:30p.m.

Woods Preschool
682 Broadway St.
Venice, CA 90291
(310) 396-4016
Head Start/CSPP 8:00 a.m. - 2:30p.m

*Subsidized child care is determined according to the family’s needs (e.g. child care is authorized according to the hours parents work or go to school).
I have received a copy of the Head Start-California State Preschool Program Parent Handbook and agree to abide by the policies of the Child Development Services Program for Santa Monica-Malibu Unified School District. I have been trained on the Transportation and Pedestrian Safety and the Transition into Preschool information.