

PARENT HANDBOOK

HEAD START & STATE PRESCHOOL

2024 - 2025



Foundation for Early Childhood Education, Inc., 3450 E Sierra Madre Blvd., Pasadena, CA 91107 (626) 572-5107 visit our website @ www.Foundationheadstart.org

Every child deserves a great start!

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Introduction

My Child's Program Information

Center:

Center Address:

Phone Number:

Class hours:

Teacher's names:

Site Supervisor:

Education Coordinator: Ana Mendez **Phone #** (626) 572-5107

Welcome!

Welcome to Head Start/State Preschool. Thank you for enrolling your child in our program! This Parent Handbook was written to help you know more about our program and how your child and your family might best use our many services.

What is our Head Start/State Preschool Program?

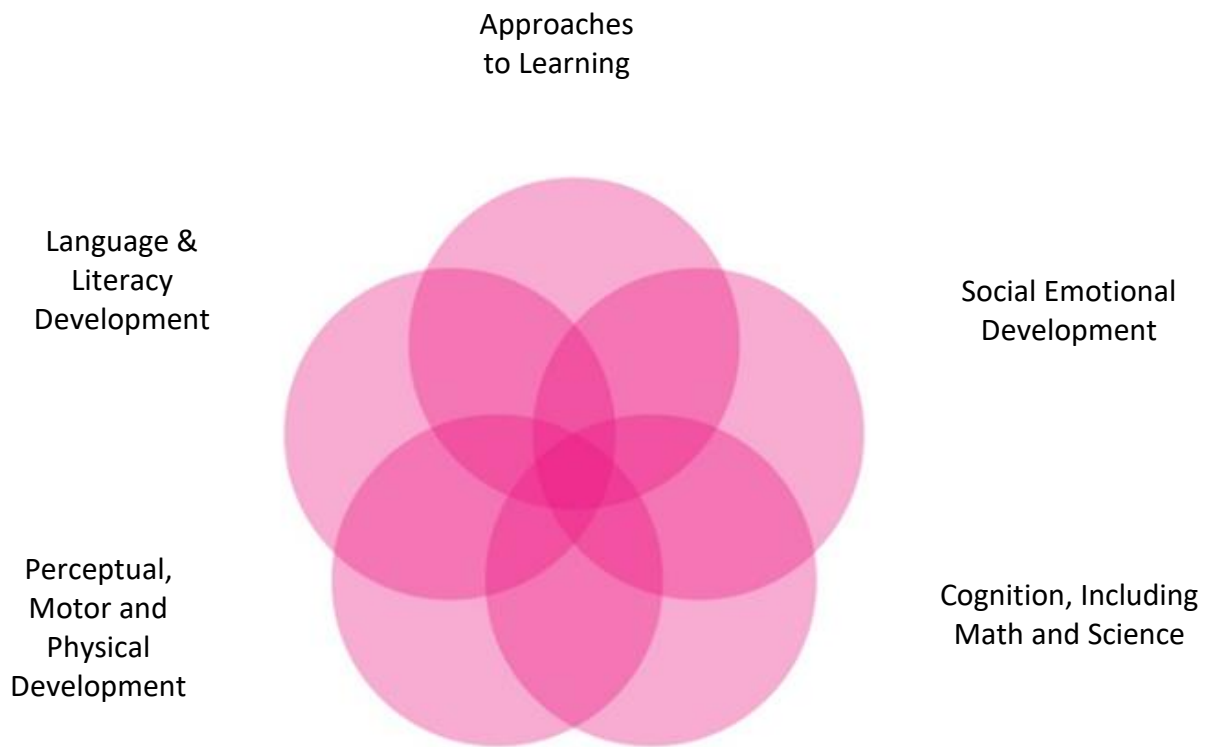
Head Start & State Preschool are free comprehensive child development programs funded by the CA Dept. of Education and federal government for pre-school children ages 2-5 and their families. Head Start/State Preschool sets the foundation for children to do well in school and in life. We believe that **parents are the first and most influential teachers, nurturers, and advocates** of their children.

Staff work together with parents to enhance each child's development, health, family support and community support. Each family's culture, language, values, and traditions are respected and promoted. Children with special needs are embraced in our programs. We consider every child a unique person with individual strengths and needs. Parents and staff work together to create individualized learning programs for every child. You will jointly develop an IDP (Individualized Development Plan) for your child with learning goals, that may include IEP or ASQ goals, if appropriate.

If your classroom is one of our Head Start/State Preschool blended sites, funding is provided by both the Federal Government and the State, and the program follows both sets of requirements. Throughout this handbook, we will refer to "Head Start" or "the program," and this includes the Head Start/State Preschool blended program, unless stated otherwise.

School Readiness

To ensure children are ready for kindergarten, we will support your child in the following areas of development:



Family's support for school readiness:

- Families will receive resources for supporting their child's learning and development.
- Families will be provided with literacy resources to support them in reading with their child.
- Fathers will be actively encouraged to be involved in their child's preschool experience.
- Families will be prepared for their child's transition to kindergarten, or return for a second year of HS based on age eligibility.



Section 1: The Centers

The Classroom-Building Community

The beginning of the year is a time for creating a sense of community, and your classroom is the gathering place. Here, all children can feel secure, nurtured, and supported by the environment, their teacher, and YOU.

Each classroom will have a new group of individuals who bring with them diverse interests, abilities, cultures, and families. Each child arrives at our door with backgrounds of experience that enriches our program. We want to create an environment that says, “All are welcome here.” The goal is to celebrate individuals while creating a sense of community.

Our Early Education Services are built upon Head Start Early Learning Outcomes Framework and CA Preschool Learning Foundations. We use multiple curricula to guide the teaching practices to provide a rich learning experience for children of all abilities, cultures, and languages. Our primary curriculum is the Creative Curriculum 5th Edition, supplemented with the Conscious Discipline Framework’s resources, Reggio Emilia Approach, and Abriendo Puertas. Classroom environments are designed with multiple learning centers to provide learning opportunities every day in every area. We ask you to participate in the program planning time with your child’s teacher. This planning is used by teachers to develop their lesson plans, provide learning activities, and track their learning progress with the ongoing assessment tool (DRDP 2015).

The classrooms are designed to make your child feel welcomed, comfortable, safe, and secure. The classroom is set up into different learning areas where children can safely explore new and interesting materials, practicing new skills as teachers provide opportunities that both support and challenge children. The basic learning areas include art, blocks, books, writing, dramatic play, toy, and puzzle areas. Young children learn through play, and exploring the learning materials and classroom indoors and outdoors. When you visit your child’s classroom, please ask your teacher to show you the classroom areas.

Rest Time

Rest time is a critical part of a child’s day. It offers them an opportunity to rest their bodies and revitalize their minds. Teaching staff will provide a relaxing environment for naptime. Children will have the opportunity to nap/rest daily, typically between the hours of 12pm and 2pm. Children will nap/rest on

ALL ARE WELCOME
HERE

Your children need to see themselves reflected in the classroom; we invite families to send a photo of their child and family before the school starts. Finding themselves “already there” will go long ways towards making children feel comfortable. Not only will children enjoy finding their photo around the room, but they will also delight in learning about their new friends and their families.

cots with sheets, and blankets. Children who don't nap will have quiet activities of their preference and will be provided an alternative space within the learning environment for play if desired. We provide all bedding and ask that you do not send bedding from home. Your child is welcome to bring a small soft toy from home if they need this to feel safe and secure during rest time. This toy will need to stay in their cubby at other times of the day. Please take it home and wash regularly.

Please remember to write your child's name on all articles of clothing and personal belongings.

Separation & Transition to School

During the first few weeks of school, it is natural for your child and yourself to experience some anxiety. Behaviors that come from anxiety can be crying, screaming, falling on the floor, running and more. The teaching staff have many years of experience and are prepared and trained to help you and your child with this situation.

To help ease separation and build trust we offer these strategies:

- Parents allow yourself some extra time (5-10 minutes) in the classroom as needed, for the first week.
- Remain calm and reassure your child that school is a safe place, and he/she will be okay. When parents show signs of stress and anxiety, children become more fearful.
- **Be sure and say "good-bye"** to your child and reassure him/her that you will return. If you leave without saying 'good-bye' they become more worried that you will not return.
- Establish a "good-bye" routine and stick with that routine every day. Some examples are a hug and high-five then leave, or two hugs and say, "I love you," then leave. You may ask your child's teacher for suggestions.
- Acknowledge and be sensitive to your child's feelings. It is normal for children to cry when you leave during the first few days of school. Your child's teachers will help reassure them that you will return when class is over. Most children transition to the new routine within the first couple of weeks.

Your Child's Class Schedule

Children feel most secure when they have predictable and consistent daily routines. Each classroom has a posted daily routine that children can depend on and understand. Children will engage in many adventures

and experiences that interest them and suit their playful, inventive natures.

Your child's routine might include:

- ✓ Good morning circle
- ✓ Breakfast
- ✓ Tooth brushing*
- ✓ Circle time
- ✓ Small group activity
- ✓ Outside time
- ✓ Lunch

- ✓ Rest time

Hello and Good-bye

Every day you and your child will say good-bye to one another at the start of class time and say hello again at the time of pick-up. This is an opportunity to practice routines, as they prepare for kindergarten. These hellos and good-byes are your child's first steps on a life-long journey of learning how to separate from and then come together again with the important people in their lives.

Remember to always say goodbye to your child!

By saying good-bye, you teach your child you can be trusted. Your child can count on the fact that you will not disappear without warning. We can work together to create a hello and good-bye ritual. This may be as simple as walking to the door with your child or giving your child a big hug before you leave.

Safety and Supervision: When dropping off your child, it is crucial to ensure their safety and provide proper supervision. Being distracted by a cell phone can divert your attention away from your child, making it difficult to keep them safe in busy school environments. It is important to be fully present and attentive during drop-off and pick-up times.

Modeling Behavior: Children learn by observing and imitating the behavior of their parents or caregivers. When you prioritize your cell phone over your child during important moments like drop-off, you unintentionally send the message that the phone is more important than spending quality time with them. It is essential to model responsible behavior and demonstrate that you value your child's well-being and connection.

Communication and Engagement: School Drop-offs can be an opportunity for meaningful communication and engagement with your child. It's a chance to have conversations, address any concerns, and provide emotional support if needed. Being present and attentive allows you to tune in to your child's needs and provide reassurance or help them transition smoothly into their day at school.

Safety of Others: Distractions caused by cell phones can affect not only your child, but also the safety of others around you. School drop-off zones often involves a lot of pedestrian and vehicular traffic. By staying focused and attentive, you can contribute to creating a safe environment for everyone.

Building Relationships: Interacting with other parents, teachers, and school staff during drop-off and pick-up times can foster positive relationships. Engaging in conversations and being socially present can help you establish connections, stay informed about school activities, and contribute to a sense of community.

Overall, by setting aside distractions like cell phones during school drop-offs, you prioritize your child's safety, model responsible behavior, enhance communication, and contribute to a positive and engaged school environment.

Regular Attendance

Regular attendance is key to your child's success and ability to benefit from the Head Start/State

Preschool Program. If your child is not in class, how can he or she learn? When children come to class consistently, including arriving and leaving on time, they can build on skills and knowledge from previous learning, and develop strong connections with other children and teachers. When children miss class, arrive late, or leave early, they miss out.

Parents **MUST** call each day when a child is absent. We ask that parents call before class starts, within the first hour of class or by the end of the business day if the child is sick. The agency must record attendance for each child daily, so your cooperation is highly needed. Prior arrangements must be made with the ERSEA Coordinator and FSA if the child needs to be absent for an extended leave due to a family emergency or medical issue requiring a medical note (i.e., surgery scheduled). A doctor's note clearing the child to return to school must be submitted to the teacher or the FSA, and allow for time to review. Submitting a note does not guarantee an immediate return to school same day. Health and safety are a top priority and requires careful review of all medical situations. Requests for planned leaves must be made in writing and submitted to the ERSEA Coordinator/FSA as soon as possible. In case of an emergency leave, the parents must notify the center as soon as possible.

Types of Absences (2 types)

1. Excused Absence

- **Sick-** Illness of child or parent/guardian, Quarantine of Child and/or Parent,
- **Appointment** – Appointment of child or parent/guardian, which includes doctor, dentist, mental health, counseling or therapy.
- **Court Order/Visitation-** Court ordered visitation is for time spent with a parent or relative as required by law. Court order will be kept in the child's file
 - If the visitation or custody agreement follows a fixed schedule that requires the child to attend the program only certain days of the week, then a modified attendance should be set up for the child in ChildPlus indicating the "no class" days, instead of using the Best Interest days.
- **Family Emergency-**
 - If the child must travel with the parent due to an emergency that is not a vacation.
 - Hospitalization of a family members (grandparents, cousins, aunts, uncles, siblings)
 - Illnesses or Death of a family member
 - Community concerns (immigration related incidents, drive-by shootings, gang wars, riots, and neighborhood lockdowns)
 - Natural disasters
 - Transportation problems
- **Best Interest-** Family Vacation, time with relatives, special events for the child, cultural and religious celebrations, enrichment opportunities. Best Interest days not to exceed 10 days in a program year. **Any Best Interest Days exceeding 10 days will be considered unexcused/Non-attendance.**

Best interest days are not limited for Child Protective Services or 'At Risk' for abuse or neglect.

2. Unexcused absences/Non-Attendance: Any reason for absence that does not fall under one of the above-mentioned categories.

If the FSA/FSS is unable to contact the parent/guardian or the parent/guardian did not notify the agency of the child's absence, then the FSA/FSS will select one of the following:

- Contact unsuccessful- FSA/FSS is unable to reach the parent/guardian.
- Parent choice- Parent decided not to bring child to school and no other excused absence reason applies.

FSA/FSS and/or Teacher will code the absence based on the reason provided by the Parent/Guardian within the Agency Data Base System and for sites with State Preschool, the teaching staff will record attendance excuse on the State Preschool Attendance Log

For State Preschool (Full-Day) Program Family's Only:

No family will be dis-enrolled due to excessive absences except in the following circumstances as described under "Abandonment of Care"

Abandonment of Care-

When the family has not been in communication with their FSA or teacher for seven consecutive calendar days to inform them for why the child is not attending class or why services are no longer needed, the FSA will attempt to contact the parent through a variety of written communication methods (letters, electronic methods- email, text). The FSA will keep documentation of all communication attempts, including a copy of all written communication, in the child's file. The FCEC and/or AD will inform the parents in these communications that failure to communicate with the agency may result in termination of services.

(d) The contractor shall issue a Notice of Action to dis-enroll the family based on abandonment of care when there has been no communication with the FSA or Teacher for a total of 30 consecutive calendar days.

***Appeal process procedures for dis-enrollment or change in services is provided to all families at the time the Notice of Action is provided to the families as part of the enrollment process.**

No Contact with Family- HEAD START PROGRAM ONLY

If the child is absent for more than 2 consecutive days, without any contact, the FSA will conduct a home visit on the 3rd day, document efforts and leave the parent a 24-hour notice to contact the school or FSA. If the parent does not contact the school or the FSA/FSS by the end of the 4th day, the child will be placed back on the waitlist by the ERSEA Coordinator or AD, if the ERSEA Coordinator is absent. The Family would be contacted to re-enroll when a vacancy occurs, in order of priority. All attempts will be made by the FSA/FSS to contact family through email, text, phone call or home visits prior to placing child back on the waitlist.

For more information, talk to your child's Teacher, your FSA/FSS or contact the main office at 1-626-572-5107 or the site telephone number.

Arrival and Pick up Process

Parents/Guardians, or designee listed on child's emergency card, must sign the child both in and out of the Head Start/State Preschool Program utilizing the tablet/pad to obtain electronic signature. The person who signs the child in and out must use his/her full legal visible signature Community Care Licensing, Title 22, Section 101229.1 (a) (1). ***Each child must be signed in and a health check must be completed by the teacher prior to the child joining classroom activities.***

Only authorized adults who are 18 years or older and listed on the Emergency Card can pick up children

Parents/guardians must print the names, current addresses and telephone numbers of adults who can pick up and drop off their child on the Emergency Card. **Any changes to the names on the Emergency Card must be made in person – phone calls will not be accepted.** Children cannot be picked up by anyone who seems under the influence of drugs or alcohol. Make sure an authorized adult with a valid ID is on time to pick up your child every day.

Drop-off Routine-Morning drop-off can be hard on children and parents. Leaving a crying child does not feel good even though this is typical at the beginning of the school year. Over time parents can expect this part of the day to get easier but there are ways to ease the stress. Parents can partner with teachers to create a routine that will meet each family's needs. Some examples are:

- Walk to the door, give hugs and kisses and say "good-bye"
- Read a story
- Give a high-five, fist bump, or handshake, then leave

Children thrive on routine and consistency. Using this strategy every day will ease the stress and the overall day will be more pleasant.

If you are going to be late in picking up your child, contact your child's teacher immediately and let them know the arrangements you have made for your child to be picked up. If your child has not been picked up from school after the class has ended, staff will contact people listed on the Emergency Card to pick up your child. **If the parent/guardian has not arrived at the end of the child's program hours and no one can be reached from the Emergency Card, the local police department may be contacted.** If a pattern of tardiness has been observed, the Family Service Associate, Center Manager, Teacher or Child Development Supervisor will meet with the parents and discuss a plan of support to address late pick-ups. If a parent has more than 4 late pickups the parents will be required to meet with the Education Coordinator and/or the Assistant Director to address the late pick-ups.

Safety at drop off and pick up is extremely important. We understand parking is limited and can be challenging. You must obey all driving laws. Also, **do not** use cell phones during this time. Care and supervision of the children are the first priority.

The Safety of you and your children is our top priority, DO NOT DOUBLE PARK, park illegally to drop off/pick up and NEVER leave any child unattended in your vehicle! We would rather you wait until a space clears to park, or check down the street for available parking.

Site Safety & Role of Foundation Families

Foundation families will assist in site security to ensure care and supervision for all children. The following procedures will be reviewed during enrollment and orientation and included in training during monthly parent meetings.

- When entering and leaving the school grounds, make sure that all doors/gates are closed completely.
- During arrival and departure time, make sure that children's hands are held, or children always remain by the side of the responsible adult.
- When observing another parent leave the door/gate open, remind them that they must close the door/gate/fence.
- If any child is observed unattended (without a staff/parent/guardian) in or around the site, the child will be taken immediately to the nearest staff member.
- Be mindful of the staff's responsibility for care and supervision of all children by scheduling time for questions or concerns before or after arrival and departure.
- Playing on school grounds before or after class hours is never permitted.
- Families may support the care and supervision of children by volunteering as gate monitors.
- Classroom parent volunteers will assist in ensuring that all children remain under the supervision of their classroom staff.
- **Please stop all phone calls during drop-off or pick-up.** Phone calls and other distractions can interfere with children's safety at school.

Site Security – Entrance with Code

Each site has a security system, each parent/guardian will be given an access code to enter the site daily, during school hours. All other guests, community volunteers, etc. must use the call system at the gate to be let in. We appreciate your cooperation to help maintain a safe space at school.

Custody Issues

Foundation for Early Childhood Education follows court orders, as provided to us to indicate shared custody and/or visitation. We cannot prevent any parent from removing his or her child from the center if there is no court order on file. If there is a court order restricting a parent from visiting or picking up their child, then a copy of the court order must be provided to the agency, which will be placed into the child's confidential file. Be sure to provide a copy of any updates or changes to the court order to your teacher so that we follow the most recent order.

Mealtime

Mealtimes are a chance for children to begin to develop good nutrition and health habits. Children eat "family-style" at the table with their "primary teacher." Eating meals, setting the table, serving themselves and cleaning up give children a chance to feel cared for and to develop self-help,

communication, and social skills. Please note, contingent on LA County Public Health directives the agency may need to implement individual mealtime for children, should Covid-19 or any communicable disease outbreak be a concern in the community.

Your child is encouraged to try nutritious new foods but will never be forced to eat or taste them. Food is never used as a punishment or reward. Monthly menus will be posted in the classroom and each family will receive a copy to take home. If your child cannot eat certain foods on the Head Start/State Preschool menu due to medical, religious, or philosophical reasons, please speak to your child's teacher and fill out Medical Statement to Request Special Meals and/or Accommodations (*form*). This form must be completed by a physician but is required **ONLY** for children with food allergies or intolerances, or special dietary needs due to a disability or *medical condition*. To ensure your child's health and safety, you must submit this form prior to your child's first day of school for the Registered Dietician to process your paperwork or your child will not be permitted to start class on the first day.

Please see Nutrition Section of the Handbook for more information regarding the meal program.

Tooth Brushing

Children brush their teeth with fluoride toothpaste every day in the classroom. Children get a chance to practice self-help skills, by brushing their own teeth, with guidance and modeling by their teacher. Eating a low sugar diet, brushing every day, and regular visits to the dentist, creates lifelong habits and helps keep teeth healthy. Please note, contingent on LA County Public Health/CCLD directives the agency may need to discontinue tooth brushing in the classroom should Covid-19 or any communicable disease outbreak be a concern in the community.



Home Visits and Parent Conferences

A minimum of two home visits and two parent-teacher conferences are conducted each year. These visits provide a special time for parents and teachers to share valuable information regarding the child's progress, and plan individualized age-appropriate goals to continue the child's development and growth in the program and home environments. Home visits also provide opportunities to establish a link between home and school. Teachers will coordinate with parents to arrange home visits.

In addition to the two home visits, we are required to conduct a minimum of two parent conferences. Parent Conferences share vital information regarding your child's development and how to continue your child's progress.

NOTE: Parents may also request additional conferences with their child's teacher as needed.

Individualizing Curriculum

Your child's primary teacher will collaborate with you to individualize curriculum to support your child's growth. Initially, your child's teacher will support you in completing a developmental screening tool called the Ages and Stages Questionnaire (ASQs).

One questionnaire focuses on Social-Emotional Development (ASQ-SE2), and the other questionnaire focuses on physical, gross motor, fine motor, and other areas of development (ASQ-3). The ASQ developmental screening tools will help identify any areas where your child may need some extra support. With your input, your child's primary teacher will also complete individualized age-appropriate goals, two times a year, called the Desired Results Developmental Profile (DRDP), to look at your child's strengths and areas of growth. After each assessment, your child's teacher will meet with you to talk about your child's Head Start/State Preschool experience. Together, you and the teacher will talk about how things are going for your child and develop individualized age appropriate goals to support your child's development and growth. These individualized age appropriate goals will help guide the classroom's curriculum and provide you with activities you can do with your child at home to prepare them for preschool. If at any point you have concerns about your child's development, or feel they may need additional support, please speak to your child's teacher and they can provide information and resources for your family.

Weekly Home Activities

Ready Rosey is an early education tool that helps parents and caregivers support their child's learning and development. Your child's teacher will give you instructions on how to access Ready Rosey, to become part of the classroom virtually. It offers a library of research-based videos, activities, and resources that demonstrate simple ways to turn everyday moments into learning opportunities by utilizing household items. The platform focuses on early childhood education, providing information that aligns with your child's individualized goals and the school readiness through interactive, family-centered activities.

- Teachers will be email weekly resources to support your child's growth and development.

We will be providing activities, with ideas that you can do with your child to support their development and School Readiness. Please use these resources to spend quality time with your child each day. Make sure to document the time you spend on these activities on the **Weekly Classroom and Home Volunteer Time Form** at your child's Center. You can also document the time spent reading or doing other activities that support your child's learning.



Positive Behavior Guidance

Positive behavior is promoted by:

- Setting clear rules and limits
- Building trusting relationships
- Engaging in responsive caregiving that meets the child's needs
- Redirecting a child's behavior, and offering alternatives
- Comforting children
- Teachers modeling appropriate behavior
- Presenting appropriate options/activities to a child
- Teachers engage children with self-regulation strategies

Conscious Discipline Curriculum is a comprehensive classroom management program and social-emotional curriculum. It is based on brain and child development research as well as developmentally appropriate practices. Conscious Discipline is a social-emotional learning program designed by Dr. Becky Bailey.

- ▶ The program supports first teaching ourselves about self-control and self-regulation, and then teaching children.
- ▶ It helps us see how we respond to upset and understand our emotions, and how to regulate ourselves when we are triggered.
- ▶ In short, it teaches us how to be conscious as adults of what we are saying to children, and what behaviors we are modeling.
- ▶ What is really wonderful is that it is an inside-out program.
- ▶ It teaches adults to manage their own emotions when upset, sad, happy, or when angry. Then it teaches us how we can teach children the same thing.
- ▶ Children too can manage their own emotions when upset and understand their own feelings.

Breathing strategies, Rituals, & Safe Place



There will be no use of corporal punishment or other forms of punishment that involve emotional or physical abuse or humiliation of any child in our program. Children will always be under the direct visual supervision of teaching staff.

Section 2: Parent Participation

We invite you to participate in our program! You are welcome to visit your child's classroom at any time during program hours, as part of our "Open Door Policy". Children whose parents are involved in their education do best in school. You do not need prior experience to volunteer or participate at your child's center. Opportunities are provided for parents to develop their skills. You might participate at the center by:

- Joining us at the welcome circle and helping us transition your child into the day
- Supporting with mealtime
- Sharing your child's and family's interests and traditions
- Sharing music with the children
- Helping with projects
- Reading or telling stories with children
- Gardening with the children
- Sharing your occupation with the children
- Providing ideas for the weekly lesson plans
- Working on weekly home activities with your child
- Attending parent activities

You might participate at home by cutting out art project materials, sewing dress-up clothes and pillows, or repairing classroom furniture. While parent participation is not required, we need you and want your help to make our program a success! Please talk with staff about how you might participate.

Parent and Community Contributions ("In-Kind" NonFederal Match)

Head Start/State Preschool is supported 80% by federal money and 20% by local donations of goods and services. This 20% portion is called In-Kind. Every time parents, organizations, or other people volunteer their time, or give an item to the program, that we would otherwise pay for, it is recorded on an In-Kind Form. This In-Kind donation demonstrates the community's support for our program.

Male Engagement

Fathers/father figures and other males play a significant role in the lives of children. We support children to be Children involved with caring men in their lives. We highly encourage father and father figures to volunteer in the program. This can include a grandfather, uncle, family friend, or the important person in your family.

Parent Committee

You are automatically a member of your center's Parent Committee. You are invited to attend regularly scheduled Parent Committee Meetings. Parent Committee Meetings provide opportunities for parents to come together and plan activities for the school year.

VOLUNTEERING

We love classroom volunteers! In order to volunteer in the classroom, the following are required:

- Negative TB test
- MMR vaccine
- TDap vaccine
- Influenza vaccine

Parent volunteers do not need to go through the fingerprinting process, unless they volunteer 16 hours a week or more.

Your teachers and FSA help support your Parent Committee Meeting. Together you will look at topics that interest you and other parents. Staff can bring information and resources on topics that are most important to the parents in your Parent Committee. Please share your interest with the center staff.

Policy Committee

Each Parent Committee elect's one member of the Policy Committee. The Director of Head Start/State Preschool, the Policy Committee, and the Board of Directors at Foundation for Early Childhood Education all participate in shared decision making for the program.



Communicating with Head Start/State Preschool

Check out the Parent Bulletin Board for important notices including information on:

- Community Activities/Resources (Health, Mental Health & Social Services)
- Educational Announcements
- Monthly menu
- Parent Committee Meeting schedule
- Policy Committee Meeting schedule
- Procedures for Hearing Complaints and Solving Problems
- Employment Opportunities
- Child Abuse Law
- Shaken Baby Information
- SID's Information
- Service Area Coordinators Information
- Parent's Rights
- Personal Rights

The My Teaching Strategies app will be used to communicate with your child's teacher. Teachers will provide access to families through the "My Teaching Strategies" app, which can be downloaded on your phone. (If you do not have a phone, contact the FSA for resources that may be available to you for a low cost phone for eligible families, or we can offer access to ipads in the classroom) Teachers will send you resources, lesson plans, reminders for parent meetings, invitations, and requests for appointments for home visits and parent conferences.

Additionally, we want your experience in our program to be a rewarding one for your child and your family. If you have any ideas to improve our program, or if you are unhappy about anything in the program, please speak with us. The best person to speak with first is your child's teacher or Family Service Associate. You may need to set a time to meet where you can further discuss the issues. If you do not feel satisfied with the results, please feel free to contact the **Head Start/State Preschool Site Center Manager**.

Section 3: Health Services

Health services are an important part of the program. Preparing your child for school means making sure they are healthy and ready to learn, Head Start/State Preschool requires that all children in the program receive access to medical care, including immunizations and screenings. If you have questions or concerns about these health requirements and deadlines, or if you need assistance enrolling in health insurance or finding a medical home, your **FSA/FSS** will be available to assist you.

Your FSA/FSS will need a form from your doctor/dentist showing information from your child's last visit to the doctor/dentist. If we do not have this on file, your FSA/FSS will ask you to sign a consent form so we can get this paperwork from your child's provider. Your Health Coordinator/FSA/FSS will give you information on how often you should take your child to the doctor/dentist.

When	Health Requirements		
<p>Before the 1st day of school</p>	<ul style="list-style-type: none"> ❖ Immunization Record: An up-to-date and legible copy of your child's immunization record must be submitted in order for your child to be enrolled in the Head Start/State Preschool program. In order to start school, your child must be up to date on his/her shots. <table border="0" style="width: 100%; margin-top: 5px;"> <tr> <td style="width: 50%;"> Required: <ul style="list-style-type: none"> • 3 Polio • 4 DTaP • 1 Hib (on or after 1st birthday) • 1MMR (on or after 1st birthday) • 3 Hep B • 1 VAR (on or after 1st birthday) </td> <td style="width: 50%;"> Recommended: <ul style="list-style-type: none"> -Hepatitis A -PCV -RV -Influenza -COVID -4-6yr booster shots </td> </tr> </table> ❖ Special Meal Accommodation or Allergies/Intolerance: Medical Statement to Request Special Meals and/or Accommodations (form). This form must be completed by a physician but is required ONLY for children with food allergies or intolerances, or special dietary needs due to a disability or medical condition. To ensure your child's health and safety, you must submit this form prior to your child's first day of school for the Registered Dietician to complete an individualized nutrition health care plan or your child will not be permitted to start class on the first day. A new form must be completed if new meal accommodation is identified or no longer needed in the classroom. ❖ Medication: Physician Statement Form must be completed by a physician for children with medical conditions requiring medication during school hours. To ensure your child's health and safety, you must submit this form prior to your child's first day of school in order for the Registered Nurse to complete an individualized healthcare plan or your child will not be permitted to start class on the first day. This form must be completed fully in order for schools to administer the required medication. A new form must be completed yearly for each medication and each time there is a change in dosage or time or if medication is no longer needed in the classroom. ❖ Physical Examination: Appointment date or current physical examination is required for HS children at age 3 years, 4 years, and 5 years old. 	Required: <ul style="list-style-type: none"> • 3 Polio • 4 DTaP • 1 Hib (on or after 1st birthday) • 1MMR (on or after 1st birthday) • 3 Hep B • 1 VAR (on or after 1st birthday) 	Recommended: <ul style="list-style-type: none"> -Hepatitis A -PCV -RV -Influenza -COVID -4-6yr booster shots
Required: <ul style="list-style-type: none"> • 3 Polio • 4 DTaP • 1 Hib (on or after 1st birthday) • 1MMR (on or after 1st birthday) • 3 Hep B • 1 VAR (on or after 1st birthday) 	Recommended: <ul style="list-style-type: none"> -Hepatitis A -PCV -RV -Influenza -COVID -4-6yr booster shots 		
<p>Within the first 30 days of the start date</p>	<ul style="list-style-type: none"> ❖ Physical Examination: You must submit a copy of your child's current and complete physical medical examination within 30 days of child's start date to avoid temporary medical exclusion and we recommend you make an appointment at least 30 days before it expires. Please remember to take the form to be filled out by child's primary care provider, as it can take 7-10 business days for forms to be filled out. Physical examination form must be submitted yearly for children enrolled in Head Start that includes height & weight, vision and hearing assessment, anemia screening up-to-date immunizations, blood lead screening results and Tb ❖ Tuberculosis Screening: The physical medical examination must include current documentation of a Tuberculosis risk assessment and/or a TB skin test per licensing. 		
<p>Within the first 45 days of the start date</p>	<ul style="list-style-type: none"> ❖ Hearing and Vision Screening: FSA/FSS will conduct screenings ❖ Growth Assessments: (Height/Weight) FSA/FSS will conduct screenings 		
<p>Within the first 90 days of the start date</p>	<ul style="list-style-type: none"> ❖ Dental Exam: Children in the program must have a dental exam completed every 6 months and/or as often as the dental provider requires follow-up and completion of dental treatment. ❖ Hemoglobin/hematocrit (Anemia Risk Assessment): You must submit documentation of Hemoglobin/Hematocrit screening. Your child's medical provider usually completes this screening at every subsequent physical exam. ❖ Lead Blood Screening: You must submit documentation of lead level results for all children in HS programs. Your child's medical provider completes this requirement at 12 and 24 months and then lead-risk assessment is due annually. 		

Your Family Service Associate and FSS will work with you to make sure your child has a regular doctor or clinic, gets regular checkups, and gets follow-up care if they need it. Teachers and Family Service Advocates, and FSS's can provide information and resources on oral health, nutrition, physical activity, emotional well-being and safety. Your child's Family Service Advocate/FSS can assist in acquiring documentation from your medical/dental provider once you complete a consent form.

As a licensed child care facility all children must have evidence of being healthy and well. The licensing requirement is that all children who do not have proof of physical or immunizations may be medically excluded and not able to attend until proof of physical, vaccines or appointment scheduled is submitted to the FSA.

Required Daily Health Check (at entry to classroom)

Prior to arriving to class all families will be required to complete a Health Assessment on their child, which they will complete at home prior to arrival. Upon arrival to class, teaching staff will conduct a Daily Health Check on each child at the start of every class before the child is signed in. The daily health checks will add time to the process of receiving children. The teacher will observe each child for any signs of illness. The teacher will look at each child at eye level and ask how they are doing. The teacher will listen to the child's voice and observe the child's appearance. The teacher will then ask the parent how the child has been doing and address any symptoms observed. The teacher will then check the child's hands and may ask additional questions if anyone in the home is sick. If there are no concerns the child can be accepted into class. After clearance, parent/guardian will sign in for the child.

The purpose for the health assessment and the health check is to help prevent the spread of communicable illness, have fewer absences and to reduce the possibility of a classroom health emergency. Since a mildly ill child can become seriously ill in a short period, it is important for the parent/guardian to take the child home.

When to Keep Your Child Home from School

The Head Start/State Preschool programs take many precautions to prevent the spread of illness. However, children in childcare do get sick. Please check your child carefully for signs of illness or skin condition each morning before sending him/her to school. Whenever your child is sick it is best to consult the child's health care provider or clinic immediately, so that early treatment may prevent more serious illness.

See below to determine if you should keep your child at home.

Children with the following symptoms should stay home or will be sent home:

- Following an injury, hospitalization, urgent care visit, surgery, or illness where attendance would pose a significant risk to the child or anyone in contact with the child. If treating physician says follow-up with primary care doctor on note, child cannot return until cleared from child's primary care doctor. If there are restrictions, child cannot return to class until an individualized healthcare plan is in place.
- Fever- 100.4°F or higher within the last 24 hours.
- Medication with the last 24 hours

Behavioral change- lethargy/lack of responsiveness, irritability, or persistent crying for unexplained causes.

- Sore throat and swollen glands or mouth sores
- Any type of sores or blisters
- Chills
- Headaches
- A combination of raspy sounding voice, sneezing, coughing, and uncontrolled runny nose with nasal discharge
- Vomiting within the last 48 hours (when there is an outbreak child can return to class 48 hours after their good day) good day means a day with no symptoms
- Runny or watery diarrhea within the last 48 hours (when there is an outbreak child can return to class 48 hours after their good day) good day means a day with no symptoms
- Bloody stool that is not explained by dietary change, medication, or hard stool
- Rash
- Pink or red conjunctiva (i.e., white of the eyes) with white or yellow eye mucus crust drainage (signs of bacterial or viral infection)
- Abdominal pain or complaints of pain anywhere in their body
- Any communicable disease (head lice, chicken pox, Hand Foot and Mouth, Norovirus.....)
- Live head lice or nits-children must have had at least one treatment at home and no live lice before returning to the classroom.
- Any one in home with positive results for COVID-19, possible exposure to COVID-19, and/or waiting on COVID-19 results

If you are unsure about sending your child to school, contact the center staff/Family Service Associate/FSS or the Health & Nutrition Coordinator/RN for assistance.

For any unknown rash, communicable disease or illness, parent/guardian will be asked to bring in a note from their primary health care provider. The note should indicate child's name, date of visit, diagnosis, treatment (if applicable), and the date child is cleared to return to class.

If your child becomes ill at the center, the center staff will reference the Illness Policy to determine if he/she needs to be sent home. Children will be sent home if the illness prevents the child from fully participating in their daily activities or if the child needs one-on-one care. When children get sick, they want the comfort of their home and the care of their families. Parent/guardian will be asked to bring in a note from their health care provider if child is seen in the doctor's office. The note should indicate the child's name, date of doctor's visit, diagnosis, treatment (if applicable), and when the child is cleared to return to class.

The health and safety of all children and staff is our top priority. We follow strict guidelines for children returning to school. Returning to Class after an illness, injury or new medication will be a case-by-case situation and will require clearance by the RN and/or Health/Nutrition Coordinator. In their absence, the AD overseeing Health Services will clear the child. The review may take 2 days, a clearance note is not a guarantee to return to school same day.

Illnesses and Accidents at School

Every precaution is taken at our centers to ensure proper care of children. Short-term exclusion is determined by Health Coordinator, RN, or Assistant Director. In case of illness or an accident at school, the following

procedure will be observed:

The teacher will contact the parent/guardian immediately and inform them of the situation at hand. Additional steps will be taken based on the severity of the illness or accident.

- Call the Health & Nutrition Coordinator and/or RN for advice.
- Isolate the child and call the parent/guardian to pick up the child. The teacher will recommend parent to seek medical advice from a health care provider and if a doctor's note is needed. The note should indicate diagnosis, treatment (if applicable) and when child is cleared/allowed to return to class.
- If the parent/guardian cannot be reached, the teacher will contact the person listed by the parent on the Emergency Card.
- Call 911 if the illness or accident requires immediate emergency attention.
- In the case of an accident occurring at school, the teacher will hand the parent a written report form that parent the will take to the health care provider. The note should indicate diagnosis, treatment (if applicable), restrictions (if applicable) and when child is cleared/allowed to return to class. In case of an accident occurring at home, a note should indicate diagnosis, treatment (if applicable), restrictions (if applicable) and when child is cleared/allowed to return to class. If restrictions are noted by the primary care provider, an individualized care plan would need to be created before child returns to class.

Medication

Non-Medical Staff (teachers) will be trained by a licensed Registered Nurse in how to administer medication to your child according to the Physician Statement. The original medication must be clearly labeled with the following information:

- Child's full name
- Name of Health Care Provider
- **Medication MUST be in original labeled container with instructions, and must match the Physician Statement (please check medication name, dosage, amount and when to give medication)**
- Name of medication
- Dosage
- Time and Frequency
- Route of administration
- Expiration date
- Lot number

In order to administer the medication in the classroom, we must obtain from the parent/guardian, the Physician Statement, the parent medication authorization, and the medication. Without these items, the child will be temporarily excluded from the program until all the required documentation is gathered. After paperwork is processed and if applicable, medication is received and matches, an Individualized Healthcare Plan will need to be created by the RN and teaching staff will need to be trained. This process can take up to 3 weeks. To ensure your child's health and safety, you must submit Physician Statement prior to your child's first day of school for the Registered Nurse to process your paperwork or your child will not be permitted to start class on the first day.

Disabilities Services

Foundation for Early Childhood Education offers Head Start/State Preschool program. We are committed to working with families to ensure that children, especially those with identified IEP and not yet identified disabilities are full included in our program and services required to meet each child's individual developmental, health and social needs. Please share any concerns about your child's development, delays you or others have noticed and speak to your child's teacher. We will assist with referrals to LAUSD. Staff will meet with you regularly to discuss your child's development and ASQ screening results. If a developmental concern is noted and your permission is given, the child will be referred to the Regional Center for evaluation.

Head Start/State Preschool fully includes children with disabilities, provides supportive services to children who have Individualized Education Plans (IEP) and individualizes the child's learning experiences to support goals on the IEP.

Parents will also have the opportunity to learn more about their child's growth and development by attending some of the workshops that will be offered by the disabilities department throughout the year, which will include the following: Parent Rights, Parent Advocacy, Referral, Evaluation and Service Timelines under IDEA, Section 504 under ADA and Transitions.

Mental Health Services

Mental health is an important part of overall health and well-being throughout every stage of life, from childhood and adolescence through adulthood. Promotion of mental health is incorporated into all components of the program and is integrated through daily activities. For young children, mental health means being able to develop secure, trusting relationships, expressing emotions appropriately and interacting with others. We provide a structured daily schedule with activities to engage children at their personal level. Reasonable classroom expectations/rules are established that include input from the children. When possible, ignore maladaptive behaviors and focus on positive behaviors throughout the day. When children exhibit extreme undesirable behaviors (defined as aggressive, harmful and severe behaviors), necessary steps must be taken by staff to help children gain self-control and to develop self-calming behaviors.

Head Start/State Preschool partners with local mental health professionals to ensure children, and families, have access to prevention and intervention services. Let us know if you are interested in services for your child, yourself and/or your family at any time during the program year. We can provide you with information on how to access services through your medical insurance, and/or local community programs.

Classroom Observations

Staff works collaboratively with parents and the Head Start/State Preschool Mental Health Consultant to support children's social emotional development and to provide a timely and effective identification and early intervention.

The Mental Health Consultant may visit your child's classrooms during their enrollment in the

program. The goal of the visit will be to see how children are adjusting to the program, with peers and adults. Staff will inform you ahead of time of the date of the visit during your child's class. Consultations and Individualized observations for specific children are available upon parental request.

Nutrition Services

All children enrolled at Foundation for Early Childhood Education, Inc. are eligible to participate in the Child and Adult Care Food Program, sponsored by "The United States Department of Agriculture" (USDA). An important part of our educational program is providing free nutritious meals and a free snack daily, which are high in nutrients, low in fats, salt and sugar, and at the same time provide and promote mealtimes as a positive learning experience. These meals are provided to help establish good eating habits at an early age. Meals are served in a family style setting, with children and adults sitting around the table. A variety of food types are served, and children are allowed to have choices over what and how much they wish to eat, and are introduced to new foods, tastes, and menus. A Staff member will model during mealtime.

If your child has an allergy/intolerance to a particular food you will be required to have your child's physician complete a, "Medical Statement to Request Special Meals and/or Accommodation form." This form is required ONLY for children with food allergies or intolerances, or special dietary needs due to a disability or medical condition. If your child has a food allergy, we will need a Physician Statement form filled out by your child's physician to identify if we will need medication at school. After paperwork is processed and if applicable, medication is received and matches, an Individualized Health/Nutrition Care Plan will need to be created by the RD & RN and teaching staff will need to be trained. This process can take up to 3 weeks. To ensure your child's health and safety, you must submit this form prior to your child's first day of school for the Registered Dietician to process your paperwork or your child will not be permitted to start class on the first day. You can obtain this form from your Family Services Associate/Family Services Specialist.

Food is never used as punishment or reward. Some of the learning experiences of the children include serving themselves, and cleaning up their spaces, learning about nutrition and healthy eating habits. Mealtime is also used for language development, such as conversations about different topics, e.g., "taking care of our bodies," etc. Based on food program guidelines, Head Start/State Preschool children may only eat food provided by the agency. No food should be removed from the site, as this could create health issues. No food shall be brought to the site from home or store.

Breakfast, Lunch, and a PM snack will be provided daily

Due to our CACFP (Child and Adult Care Food Program) guidelines, children are only allowed to consume food and drinks provided by the Agency. Outside food is NOT allowed.

USDA NONDISCRIMINATION STATEMENT

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. **fax:**
(833) 256-1665 or (202) 690-7442; or
3. **email:**
Program.Intake@usda.gov

This institution is an equal opportunity provider.

Anti-Bias Program

We provide an anti-bias program. This means boys and girls are encouraged to engage in active play, and to enjoy quiet play. We help children develop a sense of freedom to explore as many of their talents, interests, and roles as they would like to. We encourage boys and girls to develop and express a full range of emotions. Children will have the opportunity to see men and women in a nurturing role, for them to learn and understand parenting as a responsibility shared by both men and women. Children will see men and women performing a variety of jobs, which will help them understand that people are free to choose their work, and that most jobs can be performed equally well by men and women.

Section 4: Family and Community Services

Head Start/State Preschool helps parents explore what is working well in their families, what their current needs are, and what they want to learn more about. Your FSA/FSS is available to work with you and help you to find solutions that work for you and your family. We believe that a healthy start prepares children for learning. Your Family Services Associate (FSA)/Family Service Specialist (FSS) will assist you to find a doctor/clinic and/or dentist in

your community if you do not have one child, so that your child can on-going medical and dental care as needed.

Additional information on nutrition (healthy eating), physical activity, emotional well-being, and safety concerns will be provided as needed or requested.

FSA/FSS will help you to identify and establish goals for your family, support you in achieving these goals, and give you information on accessing community resources.

Family Assessment

Your FSA will complete a Family Assessment with you two times per year. These assessments help the staff, and you identify areas of strength and areas where you may need support. The staff and the program use the information gathered from these assessments to look at community partnerships and assess what the program can do to best support families.

Family Partnership Agreement/Family Goal

Your FSA/FSS will help you look at your hopes and dreams for your family, and then support you in creating goals for those things that are most important to you. You and your FSA/FSS will create a Family Partnership Agreement, with goals that are relevant for you.

Transition to Kindergarten

The goal of Head Start/State Preschool is to help your child be ready for school. We want to make the transition to the next year as smooth as possible for both you and your child. In the spring, the teacher will engage in Transition Activities, if your child will be attending kindergarten we will be inviting you to a kindergarten transition workshop where you can ask questions about kindergarten. We will give you the information you need to enroll your child in your local school. With your permission, Head Start/State Preschool will also pass information on to your child's kindergarten teacher to help them support your child.



Field Trips

Field Trips to local Elementary Schools or nearby community locations, such as libraries may be part of transition for your child to be successful in our Head Start program.

Guidance for Dressing your Child for School

Play is fun but can also be messy. Please dress your child in comfortable clothing that can be easily washed.

Children learn best when they are dressed in comfortable clothing. Please dress your child in clothing that allows freedom of movement coincides with and allows the child to play in water, sand, paint and other typical "fun play." Children often get messy during the learning day; please send an extra set of clothing that can be washed easily. Children may get messy, or have an accident, comfortable, closed-toe shoes with socks must be worn daily for safety. Please dress your child according to the weather.

**Please remember to write your child's name on all articles of clothing and personal belongings.*

Procedures for Hearing Complaints and Solving Problems

The Procedures for Hearing Complaints and Solving Problems is posted on the Parent Bulletin Board in each site. We encourage families to address concerns directly with staff involved, starting with Teacher or FSA.

Mandated Child Abuse Reporting

In accordance with child abuse reporting laws of the State of California (Penal Code sections 11165-11174.5), all persons/professionals working with children are obligated to report suspected child abuse. This includes teachers, consultants, supervisors, family service associates, etc. All Foundation staff, consultants and volunteers are mandated reporters.

Healthy Schools Act/Pesticide Training

The agency will spray for insects from time to time as needed, around the perimeters of the building and if necessary, inside. As part of the "Healthy Schools Act," the agency will inform all parents at least 72 hours before the application of the pesticide, through a posting at the site. As part of the notification, parents will be informed of the active ingredients or ingredients in each pesticide product. For further information on pesticides and their alternatives, please visit (<http://www.cdpr.ca.gov>) or review the Safety Data Sheet Binder, located at your site. Please ask your teacher for the Binder.

Religious Instruction or Worship

Our agency does not provide for or allow religious instruction/worship in its child development program.

Transportation

Transportation Resources will be provided to all parents in the "Parent Resource Book" (i.e., Public Transportation)

Holiday Observance

Holidays are observed in ways that are respectful to our families. Our goal is to provide a consistent and calm environment with activities that are appropriate and interesting to the children. No set of beliefs is promoted, but children will be able to experience different customs observed by families through celebrations of cultural traditions. There will be no fundraising for the purpose of purchasing gifts. The Program Planning Committee (with the input of all parents) will select three holidays to explore during the program year.

Birthday Recognition

Birthday calendars are posted in each classroom. Each child's birthday is recognized and celebrated individually. (e.g., songs, birthday crown, button, card) Parents/guardians are included in the planning. According to our nutrition guidelines, cakes and other party sweets are not permitted. Outside food is not allowed. **Balloons are not permitted.**

Emergency Information

Sites are equipped with food, water, and emergency supplies, such as flashlights, blankets, radios first aid

kits, etc. Each site has an emergency action plan (please see posted plan in the classroom). Earthquake, fire, and community crisis drills are conducted once a month.

In case of emergencies, we need correct emergency information. It is especially important that the information you provide us with on the Emergency Card is correct and up to date (i.e., address, emergency phone number, etc.). Parents are required to notify the staff (FSA/FSS, Teachers) of any changes in their emergency information, as soon as possible. Failure to report any change(s) will hinder our ability to contact you in case of an emergency.

If there are changes regarding who has permission to pick up your child from school, you must come into the center and fill out the Emergency Card in person. For safety reasons, we will not accept cell phone calls for changes in emergency pick up.

Confidentiality

The program collects a great deal of information from parents that help us to better care for the children in our programs and support families.

Family and child records will be kept confidential. All files will be stored in a locked file cabinet. Emergency Cards will be filed separately and will always be available in case of an emergency. Enrollment lists, addresses and phone numbers will not be shared with other agencies or parents/guardians without a parent's written permission except in specific situations required by law or regulation. See Confidentiality Statement for additional details.

Videotaping and Taking Pictures

At times, children in our programs are videotaped or have their pictures taken. With your general permission at enrollment, these pictures and videos may be used in the classroom with the children, at home visits, during parent meetings, staff training and social media. You will be notified beforehand if we know the news media will be coming to videotape or photograph an event. Parents/guardians will be asked for permission anytime we would like to use your child's photo outside their classroom for staff training needs or in our program materials such as flyers.

Zero Tolerance Policy

Our Agency has a Zero Tolerance Policy against Violence or Any Act of Violence to ensure a safe and comfortable environment for staff, families, and children, which is enforced on our employees as well as the families we serve. Unprofessional conduct, including disrespectful and inappropriate communication and other conduct directed to a fellow employee, child, parent, or anyone else associated with the Agency will not be tolerated.

Personal Business

Personal business, such as buying and selling merchandise, is not allowed at the site or near the entrances of the facilities.

Section 5: Program Policies

Part-Day State Preschool (CSPP) Eligibility Requirements

The agency partners with State Preschool in order to provide a full day program at various sites in our agency. In order to qualify for the program, the child must meet eligibility for both Head Start and State Preschool. Below are the eligibility requirements for State Preschool.

A. General Requirements- CSPP (Child State Preschool Program) (Education Code 8208 and 48000; 5 CCR 17749)

1. CSPP services, except as otherwise provided for in law, shall be limited to:

- a. CSPP eligible four-year-old children, as defined in Education Code 8205;
- b. CSPP eligible three-year-old children, as defined in Education Code 8205;
- c. Children enrolled in TK or K enrolling in the CSPP for extended learning and care during the hours outside of the TK or K program if their families meet the requirements of EC 8208
- d. Kindergarten-age eligible children receiving full-day services during the summer immediately prior to their enrollment in kindergarten. These children must have received full-day services as a CSPP eligible four-year-old on or before June 30 of that year, and may only receive services until the start of K or September 30, whichever is sooner, at which point they must be disenrolled.

B. Eligibility Criteria for Part-Day CSPP Services

A family shall meet the eligibility criteria as follows:

1. Family is a current aid recipient;
2. Family is income eligible;
3. Family is experiencing homelessness; or
4. Family has children who are recipients of child protective services, or are identified as at risk of being abused, neglected, or exploited.
5. Family has a member of its household who is certified to receive benefits from Medi-Cal, Cal Fresh, the California Food Assistance Program, the California Special Supplemental Nutrition Program for Women, Infants, and Children, the federal Food Distribution Program on Indian Reservations, Head Start, or Early Head Start. Children eligible for services pursuant to this subparagraph shall be prioritized by the income declared on the application for the means-tested government program.
6. Family has children with exceptional needs, as defined in Education Code 8205. Only the children in the family who are children with disabilities may be enrolled under the eligibility criteria of this

subparagraph. Any other child in the family without exceptional needs may be enrolled pursuant to any of the criteria established in subparagraphs (1) to (5), inclusive.

After all, otherwise eligible families have been enrolled, a part-day CSPP may enroll:

1. Children from families whose income is no more than 15% above the eligibility income threshold. Children from families enrolled under this exception may not exceed ten percent of the participating CSPP's total contract enrollment. Children with disabilities from families with incomes above the income eligibility threshold, shall not count towards the 10 percent limit of families above the income eligibility threshold.
2. After all children have been enrolled pursuant to the above subdivisions, part-day CSPP Neighborhood School sites operating within the attendance boundaries of a qualified FRPM school may enroll CSPP three- and four-year-old children whose families reside within the attendance boundary of a qualified FRPM school without establishing eligibility.
3. After all children have been enrolled pursuant to the above subdivisions, part-day CSPP sites may enroll children enrolled in TK and kindergarten if their families are eligible for services pursuant to EC 8208.

Contractors enrolling families for part-day services shall establish a family's eligibility once at the time of enrollment.

*Please note that a child's eligibility will be for the current program year and the following program year provided the child continues to meet age eligibility requirements.

Waitlist for Head Start/State Preschool

The agency shall utilize the CSPP waiting list in conjunction with the Head Start program waiting list and enroll children in the following priority order:

1. **First priority** shall be given to CSPP age eligible children that have been identified at risk of abuse, neglect, or exploitation or who are receiving child protective services;
2. **Second priority** shall be given to all three- and four-year-old children with disabilities beyond the required set aside pursuant to paragraph (1) of subdivision (c), or paragraph (2) of subdivision (d) of Education Code section 8208, whose families are income eligible for CSPP.
3. **Third priority** shall be given to CSPP eligible three- and four-year-old children from families that meet Head Start income guidelines, and have the lowest income ranking based on the most recent income ranking schedule adopted by the SSPI;
4. **Fourth priority** shall be given to CSPP eligible three- and four-year-old children from families that meet applicable Head Start priorities as stipulated in the Eligibility, Recruitment, Selection, Enrollment, and Attendance requirements (45 CFR Section

Policies to Prevent Suspension, Expulsion and Denial of Services to Preschool Children (EC 8489 and 8489.1)

1. Except as authorized by paragraph (3) below, a CSPP program shall not do either of the following:

- a. Expel or un-enroll a child because of a child's behavior.
- b. Persuade or encourage a child's parents or legal guardians to voluntarily un-enroll from the program due to a child's behavior.

2. If a child exhibits Persistent and Serious Behaviors, the program shall quickly pursue and document reasonable steps, including, but not limited to:

a. Consulting with the child's parents or legal guardians and teacher, and, if available, engaging an early childhood mental health consultant, to maintain the child's safe participation in the program.

b. The program shall inform the parents or legal guardians of a child exhibiting persistent and serious behaviors of the process described in this section in writing, including a description of the behaviors and the program's plan for maintaining the child's safe participation in the program.

c. If the child has an individualized family service plan or individualized education program, the agency, with written parental consent, shall:

- i. Contact the agency responsible for the individualized family service plan or individualized education program to seek consultation on serving the child.
- ii. The agency shall consider, if appropriate, completing a comprehensive screening to identify the needs of the child, including, but not limited to, screening the child's social and emotional development, referring the child's parents or legal guardians to community resources, and implementing behavior supports within the program.

d. The agency will expeditiously pursue and document reasonable steps to maintain the child's safe participation in the program and determine, in consultation with the parents or legal guardians of the child, the child's teacher, and, if applicable, the local agency responsible for implementing the federal Individuals with Disabilities Education Act (20 USC 1400 et seq.), that the child's continued enrollment would present a serious safety threat to the child or other enrolled children, it shall refer the parents or legal guardians to other potentially appropriate placements, the local childcare resource and referral agency, or other referral service available in the local community, and, to the greatest extent possible, support direct transition to a more appropriate placement. The program may then un-enroll the child.

If there is to be a change in service, such as a child being un-enrolled, the following steps will be implemented.

Appeal Process for Dis-enrollment of Services or Change in Service

1. Staff will notify the parent of a change in service (increase or decrease in hours or termination of services, including for suspension and expulsion from the program, utilizing the Notice of Action (NOA) form.
2. The agency will mail or deliver the NOA to the parent at least 14 calendar days before the effective date of the intended service change. If the NOA is mailed then an additional five (5)

calendar days will be added, therefore staff will mail the NOA 19 calendar days before the intended day when services will change.

3. Parent has up to fourteen (14) calendar days to appeal the action that the agency will take and request a hearing with the agency. Parent must complete the reverse side of the NOA (form number cd-7617) and submit to the Agency Contact (**address and contact name is on the back of the NOA**) within fourteen (14) calendar days of receipt of the NOA form and include an explanation of why you disagree with the Agency's decision. (**the intended action for the Agency will be suspended and your child will remain in class until the appeal process is over**)
4. Within ten (10) calendar days of the Agency's receipt of the hearing request, the Agency will notify the parent of the time and place of hearing, when possible be at a time convenient to the parent (virtual meetings will also be an option). Parent or authorized representative is required to attend the hearing. If the parent or representative does not attend the hearing, the parent will be deemed to have abandoned the appeal. Only the person directly affected by the hearing shall be allowed to attend the hearing.
5. The agency will provide an interpreter if requested by the parent.
6. Within ten (10) calendar days following the hearing, the agency will mail or deliver the written decision.
7. If parent disagrees with the written decision of the agency, then the parent has fourteen (14) calendar days in which appeal to the CDE/EESD. The appeal must include the following documents: 1) a written statement specifying the reasons the parent believes the agency's decision was incorrect, 2) a copy of the agency's decision letter, and 3) a copy of both sides of the notice. It can be faxed to (916-323-6853) or mailed to the following address-
**California Department of Education
Early Learning and Care Division
Attn: Appeals Coordinator
1430 N Street, Suite 3410
Sacramento, CA 95814-5901
Phone: 916-322-6233
Fax: 916-323-6853
ELCDappeals@cde.ca.gov**
8. Within thirty (30) calendar days after the receipt of your appeal, CDE/EESD will issue a written decision to the parent and agency via mail or delivered. If denied, the agency will stop providing child care and development services immediately upon receipt of CDE's decision letter.

***New Change-** If the **Disenrollment of Services involves Persistent and Serious Behaviors impacting the safety of children, the child may not attend the program during the appeal process.** Persistent and Serious Behavior is defined as either repeated patterns of behavior that significantly interfere with the learning of other children, or interactions with peers and adults that are not responsive to the use of developmentally appropriate guidance. In addition, the effective date of the action may be no less than 24 hours after service of the notice. **In order to appeal this action, please submit a written request for an appeal hearing to EDDappeals@cde.ca.gov, no later than 14 calendar days after the receipt of the notice.** ***Please follow steps 1-8, if the appeal is not for Persistent and Serious behavior.**

ACKNOWLEDGEMENT

I hereby acknowledge receipt of the Parent Handbook
2024-2025

Child's Name: _____

Parent/Guardian Name: _____

Site Name: _____

Class Number: _____

Date Received: _____

Parent/Guardian Signature: _____

MANDATED CHILD ABUSE REPORTING

In accordance with child abuse reporting laws of the State of California (Penal Code sections 11165-11174.5), all persons/professionals working with children are obligated to report suspected child abuse. This includes teachers, consultants, supervisors, family service associates, etc. Therefore, each individual Foundation staff member or volunteer is a mandated reporter.

FALSE REPORTING PENAL CODE § 11172(a) *Any person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report, unless it can be proven that a false report was made, and the person knew that the report was false or was made with reckless disregard of the truth or falsity of the report. Any person who makes a report of child abuse or neglect known to be false or with reckless disregard of the truth or falsity of the report is liable for any damage caused.*

Communication from LACOE:

Diapering and Toileting:

Head Start and Early Head Start programs understand that potty training happens at a child's own pace. We welcome children of all abilities and do not require them to be potty-trained upon enrollment.

We believe in a collaborative partnership. Our teaching staff will work closely with families to develop a positive and individualized toileting plan for each child. This plan will consider the child's developmental needs, family preferences, and respect for the child's comfort level. Teaching staff will provide age-appropriate guidance and support to help children feel comfortable and successful in the bathroom, fostering a positive learning environment for hygiene and toileting independence.

Working together for a Smooth Transition:

We understand that some children may initially refuse toileting or diapering assistance in the classroom setting. In these cases, we will reach out to parents or guardians to assist with changing soiled items. This allows the child to feel supported by a familiar face while building trust with the teaching team. The goal is to facilitate a smooth transition towards toileting independence at the child's own pace.

Extra Clothing:

For the comfort and well-being of all children, we kindly request that each enrolled child keeps one complete change of clothes readily available at school. This change of clothes should include:

- Pants or a skirt
- Shirt
- Underwear (if applicable)
- Socks

Please label all clothing items with your child's name for easy identification. We recommend checking for child's extra clothing bag regularly and replenishing it as needed. Staff will notify you if your child's extra clothing needs to be restocked.

Positive Guidance:

We believe in fostering a safe and positive learning environment where children feel supported and empowered to learn. Our Commitment to positive discipline strategies ensures all interactions with children are nurturing and focused on teaching valuable life skills.

- Individualized attention: We recognize each child is unique and tailor our approach to their developmental needs and learning styles.
- Positive Strategies: Our staff implements positive strategies to guide behavior, promote well-being, and prevent challenging situations.
- Redirection & Calming Techniques: Children are to be redirected to positive activities. One-on-one calming time with their teacher is utilized when needed.
- Positive Classroom Management: We emphasize teaching social skills, appropriate interaction, and natural consequences for actions.
- Safety & Supervision: No child is ever left alone or unsupervised.
- Respecting Needs & Autonomy: Spanking, hitting, yelling, put-downs, threats, humiliation, isolation, withholding of food/drink or toileting assistance as forms of punishment are strictly prohibited.
- Collaborative Problem-Solving: We work with families to address concerns and develop positive solutions that support each child's success.
- Focus on Solutions, Not punishment: We believe in active play and will not withhold it for misbehavior. Instead redirection will be used to help children calm down and re-engage cooperatively.

LACOE Head Start and Early Learning is committed to providing a positive and nurturing environment where all children can thrive.

Modified Attendance Policy

This statement outlines our policy on modified attendance for children enrolled in our Early Head Start or Head Start Program.

Modified Attendance:

- A child attends less than the regular hours or days of operation for their enrolled class type.
- Examples include attending part of the day, attending fewer days per week than classmates, or a combination of both.

Allowed Reasons for Modified Attendance:

1. Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP):
 - Modified attendance must be documented in a child's active IEP or IFSP.
2. Custody Arrangements:
 - Modified attendance may be necessary to accommodate court-ordered custody agreements.

Important Note:

- Modified attendance for reasons other than those listed above may be considered a suspension or expulsion.
- Our program cannot expel or terminate a child's enrollment due to their behavior.

We encourage open communication with families regarding attendance. If you have questions or require modified attendance due to a reason not listed, please contact us to discuss further.

MISSION STATEMENT

Foundation for Early Childhood Education is a human services organization committed to providing a comprehensive, high quality program for young children, and their families.

We promote the development of self-sufficiency, and empowerment of children, families, and staff. We celebrate the whole child, and the diversity of our communities.

