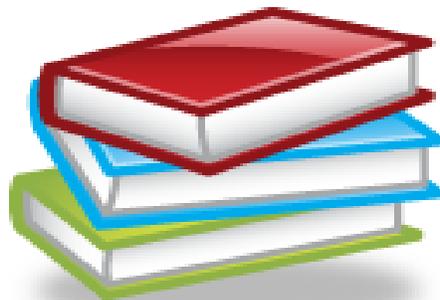




COMPTON
UNIFIED SCHOOL DISTRICT

Office of Early Childhood Education
411 N. Tajauta Ave, Compton, CA 90220
(310) 898-6008

Parent Handbook



Telma Bayona
Administrator

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WELCOME!

Welcome to the Compton Unified School District State Preschool Program. This handbook is presented for your information and to assist you in understanding the State and Local Agency guidelines and procedures that determine the daily operation of the State Preschool Program.

The State Preschool Program is a three-hour comprehensive developmental program for children ages three to four year olds from low-income families. In addition to the educational activities that are developmentally, culturally, and linguistically appropriate for the children served, the State Preschool Program also provides meals or snacks to children. The program also emphasizes parent education and encourages parent involvement. The State Preschool Program is currently available in fifteen elementary schools in the Compton Unified School District.

Communication is a vital part of our program. You are welcome to call or visit any of our classrooms at any time. However, we do ask that you check in with the main office prior to your visit. If you have a particular concern regarding your child, please feel free to make an appointment for a conference with the classroom teacher or the Program Administrator. We will be happy to work with you to ensure a positive educational experience for you and your child.

We provide this Parent Handbook to every family. As parents, you are your child's most important teacher. Please read this handbook carefully. We welcome your comments and suggestions in order to improve our program.

Sincerely,

Telma Bayona
Administrator

MISSION AND BELIEFS

MISSION

The Compton Unified School District State Preschool Program is committed to providing a quality educational program that will serve as a bridge to a bright and successful future in school and ultimately in life. At the same time, it aims to provide a positive educational experience in a safe, engaging, and active learning environment.

BELIEFS

- We believe that students learn best when they are provided with a safe and nurturing environment that promotes the physical, social, emotional, and intellectual development of the child.
- We believe in commitment and the expectation of high standards by all stakeholders.
- We believe that students will benefit most when a partnership among school, families, and the community is established.
- We believe that continuous professional development for teachers is critical in providing and implementing a quality preschool program.
- We believe that it is important to respect similarities and differences of diverse groups and to respect their cultural values.

OUR PROGRAM

All guidelines and regulations are based on full compliance with the California State Education Code, Title V, Title 22 of the California Health and Welfare Agency, Department of Social Services, the California State Administrative Code, and Title XX of the Social Security Act.

AGES OF CHILDREN SERVED

The program serves three- and four-year-old children. Eligible four-year-old children (children who have their fourth birthday on or before September 1 of the fiscal year in which they are enrolled) have priority in admittance over eligible three-year-old children (children who have their third birthday on or before September 1 of the fiscal year in which they are enrolled).

DAYS AND HOURS OF OPERATION

The program operates a three-hour comprehensive, developmental preschool program for 180 days of instruction. The morning class begins at 8:00am and ends at 11:00am. The afternoon

class begins at 11:45am and ends at 2:45pm. Foster and McKinley Preschool hours begins at 12:30pm-3:30pm. Both the morning and the afternoon classes operate Monday through Friday (except local and national holidays as identified in the Compton Unified School District calendar.

LOCATIONS

The Child Development Office is located at Tibby Elementary School. The address is 411 N. Tajauta Ave.Compton, CA 90220.

The program operates nineteen preschool classrooms on fourteen elementary school campuses throughout Compton Unified School District. Please see *Early Childhood Education School Sites and Teachers* at the end of this handbook for a list of these fourteen school sites.

OPEN DOOR POLICY

Parents are encouraged to be very involved in their child's education and preschool experience. There are two parent/teacher conferences each year, but if parents have additional questions or concerns they may schedule additional meetings with the teacher as needed. Parents are also welcome to visit the classroom at any time, but may only stay for a maximum of 15 minutes unless they have a copy of their valid Drivers License or I.D., a TB clearance, and fingerprint clearance and have been board approved to be a volunteer. Parents with this clearance on file may come to the classroom and volunteer on a regular basis.

RELIGIOUS INSTRUCTION

It is the responsibility of the public schools to teach mutual understanding and respect for individual and group differences - ethnic, racial, and religious. Such teaching will be objective, shall be just and fair, shall avoid doctrinal impact with respect to religious issues, and shall avoid any implication that specific religious doctrines have the support of state authority.

EQUAL ACCESS

(PL 101-336, 104 Stat. 327 ADA of 1990; 42 USC 12101 (2000); EC 8250, 8250.5)

Compton Unified School District Early Childhood Education Program operates in a non-discriminatory basis. The program does not discriminate on the basis of ethnic group identification, sex, sexual orientation, race, ancestry, national origin, religion, age, gender, color, or physical or mental disability in determining which children are served.

The Compton Unified School District Early Childhood Education Program:

- a. welcomes the enrollment of children with disabilities.
- b. understands the requirement to make accommodations for children with disabilities.
- c. implements those accommodations.
- d. refrains from religious instruction or worship.

PROGRAM PHILOSOPHY, GOALS, AND OBJECTIVES

DESIRED RESULTS DEVELOPMENTAL PROFILES (DRDP)

(Title 5 Regulation 18272 – Section 8261 Educational Code)

The goal of the ECE Program is to ensure that all children are making progress in the domains of physical, cognitive, and social-emotional development.

The Desired Results Developmental Profile (DRDP) is a tool developed by the California Department of Education, Child Development Division, to assess the development of children.

The objective of the DRDP is to obtain information on each child's developmental level. The developmental profiles are then used to plan and conduct age and developmentally appropriate learning experiences for individuals.

Developmental assessments using the DRDP will be completed within the first sixty calendar days of the child's enrollment and every six months thereafter.

Assessment information will be updated throughout the year by means of teacher observations, samples of the child's work, and other records. Ongoing assessments/information will be added to the child's portfolio folder.

Parents' input is a necessary component of this assessment. Parent teacher conferences will be held during the fall and spring, or at the end of each student's DRDP cycle.

EDUCATION PROGRAM

(Title 5 Regulation 18273 – Section 8261 Educational Code)

The educational program of the ECE Program includes the following standards:

1. The program approach is developmentally, linguistically, and culturally appropriate.
2. The program is inclusive of children with special needs.
3. The program encourages respect for the feelings and rights of others.
4. The program supports children's social and emotional development by:
 - a. Building trust;
 - b. Planning routines and transitions so they can occur in a timely, predictable, and unhurried manner; and
 - c. Helping children develop emotional security and facility in social relationships.

EDUCATION PROGRAM (continued)

5. The program provides for the development of each child's cognitive and language skills by:

- a. Using various strategies, including experimentation, inquiry, observation, play, and exploration;
 - b. Ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue;
 - c. Promoting interaction and language use among children and between children and adults; and
 - d. Supporting emerging literacy and numeracy development.
6. The program promotes each child's physical development by providing sufficient time, indoor and outdoor space, equipment, materials, and guidelines for active play and movement.
 7. The program promotes and maintains practices that are healthy and safe.

The objective of the ECE Program's education is to ensure all aspects of a child's development and growth are considered. The curriculum emphasizes basic social and cognitive skills with a focus on language, emerging reading, writing, and math skills. There is also an emphasis on creating a positive learning environment that encourages each child to make choices and decisions.

The District has adopted the *World of Wonders* Curriculum. This program helps to create a rich environment that instills a passion for reading and math, along with a love of literature and the written word. Learning activities are planned to specifically meet the individual needs of the child.

The classrooms are arranged into various interest areas: blocks and building, math, dramatic play, art, science, music, reading, and writing that corresponds with the Early Childhood Environment Rating Scale. The curriculum is developmentally appropriate and adjusted to meet the specific needs and interests of the children, as indicated by children's preferences and the DRDP assessments. Multi-cultural and anti-bias values are incorporated into all curriculum activities through stories, discussions, pictures, music, foods (play or real), multicultural dolls/people, dramatic play, and staff interactions with children and adults.

Although the *World of Wonders* has been adopted as the preschool curriculum, it is the developmental measures of the DRDP that are integrated into lesson plans to meet each child's individual needs.

STAFF DEVELOPMENT PROGRAM

(Title 5 Regulation 18274 – Section 8261 Educational Code)

The Early Childhood Education Program is committed to quality early childhood education. The instructional staff consists of fully qualified teachers and instructional aides who have had training and experience in early childhood education. All staff members hold the appropriate credential/permit required by the State of California.

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

The professional growth and development of the staff is continuously supported by assessing the needs of the staff and providing professional development activities to enhance their growth. Internal communication mechanisms, such as email, phone, memos, and newsletters, provide staff with information necessary to carry out their respective duties.

PARENT INVOLVEMENT AND EDUCATION

(Title 5 Regulation 18275 – Section 8261 Educational Code)

Upon enrollment of their child, every parent is given a Parent Handbook that details the program philosophy, program goals and objectives, program activities, eligibility criteria and priorities for enrollment, fee requirements, and due process procedures. Throughout the year, the teachers and staff communicate with parents about the program's activities through newsletters and bulletin boards in the classrooms. In addition, two parent/teacher conferences are held each school year to discuss the progress of each child. Parents are encouraged to maintain ongoing communication with the teachers and to spend time at school.

Parents are strongly encouraged to volunteer in their child's classroom. Volunteer time may consist of working in the classroom, assisting the teacher plan or prepare lessons and/or materials, supervising classroom activities or on the playground, attending a Parent Advisory Committee (PAC) meeting, or attending a parent education meeting. The strength and quality of the program improves with the participation of parents. All parents are invited to attend the meetings of the PAC to discuss program concerns, help with fundraising, and plan special events. These meetings enable parents to give input on decisions that affect the program and offer suggestions on how to better serve them and the children. All parents are also invited to attend the parent education meetings, which cover topics such as child development, discipline, nutrition, safety, and preparing children for kindergarten. Notices are sent home advising parents of the time and place of meetings. Any parent who volunteers in the classrooms must have a copy of a valid Drivers License or I.D., a TB clearance, and fingerprint clearance on file at the CECE Office. We look forward to your participation.

HEALTH AND SOCIAL SERVICES

(Title 5 Regulation 18276 – Section 8261 Educational Code)

The Early Childhood Education Program works to identify the needs of a child and their family for health or social services. Should a health or social service need be identified, the child and/or the family will be referred to appropriate agencies in the community. The ECE Program will then follow-up with the parent to ensure that the needs have been met.

Special Education *(EC § 56301; BP 6159)*

The District is required to provide a free and appropriate public education in the least restrictive environment to all eligible school-aged children and youth with disabilities. Special Education Services provides instruction to meet a child's unique needs. Each student's IEP determines the level/type of support needed, including support which may be necessary for school personnel.

Section 504 *(29 USC § 794; EC § 48206.3; BP 6164.6(a))*

The CUSD Board of Trustees recognizes the need to identify and evaluate students with disabilities in order to provide them with a free and appropriate public education. This policy and the related regulation address the identification, evaluation, and education of students who may be entitled to services under the provisions of Section 504 of the Rehabilitation Act of 1973 and its implementing regulations. Such services include regular or special education and/or related aids and services. Students may be disabled and entitled to services under Section 504 even though they are eligible for services pursuant to the Individuals with Disabilities Education Act (IDEA). The identification, evaluation, and education of students eligible for services under IDEA are addressed by CUSD Board Policy 6159.

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of non-disabled students are met

Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's administrative regulation. If the District does not assess a student after a parent has requested an assessment, the District shall provide notice of the parent's/guardians procedural safeguards.

A Section 504 Committee will be convened to determine the student's need for regular or special education and/or related aids or services. The Section 504 Committee will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this Section 504 Committee and shall receive notice of procedural safeguards guaranteed by law.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Committee shall develop a 504 plan for the provision of such services to the student. The student shall be educated with non-disabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. The School Site/District shall periodically review the student's progress and placement.

Every school site in the District has a Section 504 Committee as convened by a Section 504 Site Chairperson. A student may be referred for Section 504 services by the parent/guardian, the student's teacher, counselor, administrator, other service providers, or advocate. A Section 504 Referral Form may be requested from the office of the school's Section 504 Committee Chairperson.

For additional information or clarification on Section 504 services, parents/guardians and site personnel may contact the Section 504 District Coordinator in the Pupil Services Department, located at 417 W. Alondra Blvd., Compton, CA 90220 or by calling (310) 630-4321, Ext. 63044.

COMMUNITY INVOLVEMENT

(Title 5 Regulation 18277 – Section 8261 Educational Code)

The Early Childhood Education Program maintains relationships with many community organizations that support its goals and efforts, including St. John’s Well Child and Family Center, Los Angeles County Office of Education, LAUP, and First 5/School Readiness, USC school of Dentistry. The ECE holds parent education meetings, covering topics such as child development, discipline, nutrition, safety, and preparing children for kindergarten. All parents are invited to attend these meetings and notices are sent home to notify parents of the date and time.

NUTRITION

(Title 5 Regulation 18278 – Section 8261 Educational Code)

State Preschool students receive one meal per session enrolled. Morning session students receive breakfast, and afternoon session students receive lunch. This nutrition program is made available to all enrolled students regardless of age, race, sex, sexual orientation, physical or mental disability, national origin, ancestry, creed, or any other reason. Meals and snacks are nutritious, culturally and developmentally appropriate, and meet the nutritional requirements specified by the federal National School Lunch program. All meals must be consumed on site under staff supervision. No food is to be brought into the classroom by parents or children unless approved in advance (due to medical or religious reasons). No food is allowed to leave the school. Exceptions for classroom parties must have prior approval.

PROGRAM SELF-EVALUATION PROCESS

(Title 5 Regulation 18279 – Section 8261 Educational Code)

The Early Childhood Education Program completes a self-evaluation of the program each year. Using a self-evaluation assessment, the Desired Results Parent Survey, the Desired Results Developmental Profiles, the environmental rating scales, and written documentation from staff and board members, the Preschool program analyzes the needs of the program. Should there be a need for improvement, a task list is compiled to address these needs and make any necessary modifications to improve the program. Ongoing monitoring takes place to assure that the program continues to meet standards. A summary of the findings of the self-evaluation are submitted to the California Department of Education by June 1 of each year.

ENVIRONMENT RATING SCALE

(Title 5 Regulation 18281 – Section 8261 Educational Code)

A part of the curriculum of the ECE program utilizes ECERS to facilitate children to learn through a well-planned environment. As such, classrooms are organized in a way that permits children to easily identify the proper places for all materials and to learn a daily routine that includes picking up after themselves.

The Early Childhood Environmental Rating Scale (ECERS) is an assessment tool to identify areas of strength and areas in need of improvement with regard to a classroom environment. The

ECERS is administered in September and February of each year, and results in an Action Plan to improve the quality of the program and the classroom environment.

HOW TO QUALIFY FOR THE PROGRAM

ELIGIBILITY CRITERIA

Eligibility for the program is based on documentation and verification of at least one of the following:

- Income
- Current Aid Recipient
- Homelessness
- Child Protective Services
- At Risk of Abuse, Neglect, and/or Exploitation

The program serves 3 and 4-year-old students, with priority given to 4 year olds.

REQUIRED DOCUMENTATION

The Early Childhood Education Office reserves the right to verify all information and family status of any parent/guardian applying for services or who are in the program. This may include, but is not limited to:

- Verification of income.
- Verification of both parent's residence.
- Verification of employment and/or training.
- Verification of absentee parent's residence.
- Verification of eligibility criterion listed above.

Income Documentation (*Title 5 Regulations 18078, 18084 – Section 8261 Educational Code*)

In order to receive subsidized childcare services, the parent(s)/guardian(s) must provide the Child Development Office with verifiable and viable proof of income. If the parent is unable to provide proof of income and employment, the ECE Office may take the necessary procedures to verify such information.

Total countable income means all income of the individuals counted in the family size, for example: gross wages or salaries, overtime, tips, cash aid, child support payment received, or a portion of student grants or scholarships not identified for educational purposes of tuition, books, or supplies.

Income documentation is for the month preceding certification or recertification. Current and on-going income documentation may be requested.

- If you are employed, you will need to show one of the following:
 - Release authorization and payroll check stub
 - Release authorization and letter from employer

- Other record of wages issued by the employer

Income Documentation (continued)

- If you have other records of total countable income, you will need to:
 - Provide copies of the documentation of all non-wage income
 - Provide self-certification of any income for which no documentation is possible
- If you are self employed, you will need to show as many of the following types of documentation as necessary to determine income:
 - Letter from source of income
 - Copy of the most recently signed and completed tax return
 - Other business records, such as ledgers, receipts, or business logs

Homeless Documentation

(Title 5 Regulations 18091 – Section 8261 Educational Code)

You must provide either a written referral from an emergency shelter or other legal, medical, or social service agency; or a written parental declaration that the family is homeless and a statement describing the family's living situation.

Child Protective Services Documentation

(Title 5 Regulations 18092 – Section 8261 Educational Code)

You must provide a written referral, dated within six months of application for services and includes:

- Statement from local county welfare department, child welfare services worker, certifying that the child is receiving Child Protective Services (CPS) and that child care and development services are a necessary component of the CPS service plan.
- Probable duration of the CPS service plan.
- Name, address, phone number, and signature of the county child welfare staff.

“At Risk” Documentation

(Title 5 Regulations 18092 – Section 8261 Educational Code)

You must provide a written referral, dated within six months of application for services and includes:

- Statement from a legally qualified professional (someone licensed in the state to perform legal, medical, health, or social services for the general public) that the child is at risk of abuse and neglect and that child care and development services are needed to reduce or eliminate that risk.
- Probable duration of the at risk situation.
- Name, address, phone number, and signature of the legally qualified professional

FAMILY SIZE

(Title 5 Regulations 18100 – Section 8261 Educational Code)

The parent must provide supporting documentation regarding the number of children and parents in the family. Supporting documentation for the number of children shall be at least one of the following:

- Birth certificate

- 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 only one parent is named and/or has signed the Application for Service, then the presence or absence of that parent who is not named and/or has not signed must be documented.

Supporting documentation of the presence or absence of the other parent must be any 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 payment.
- Rental receipts or agreement contracts, utility bills, or other documents for the residence of the family indicating that the parent is the responsible party.
- Any other documentation, *excluding a self-declaration*, to confirm the presence or absence of the parent of the child in the family.

If due to *recent* departure of a parent from the family, the remaining applicant parent may submit a self-declaration under penalty of perjury explaining the absence of that parent from the family. Then, *within six months* of applying or reporting the change in family size, the parent must provide one of the above supporting documentation.

Child Protective Services Documentation

(Title 5 Regulations 18092 – Section 8261 Educational Code)

You must provide a written referral, dated within six months of application for services, that includes:

- Statement from local county welfare department, child welfare services worker, certifying that the child is receiving Child Protective Services (CPS) and that child care and development services are a necessary component of the CPS service plan.
- Probable duration of the CPS service plan.
- Name, address, phone number, and signature of the county child welfare staff.

“At Risk” Documentation

(Title 5 Regulations 18092 – Section 8261 Educational Code)

You must provide a written referral, dated within six months of application for services and includes:

- Statement from a legally qualified professional (someone licensed in the state to perform legal, medical, health, or social services for the general public) that the child is at risk of abuse and neglect and that child care and development services are needed to reduce or eliminate that risk.
- Probable duration of the at risk situation.
- Name, address, phone number, and signature of the legally qualified professional.

Parental Incapacity Documentation

(Title 5 Regulations 18088 – Section 8261 Educational Code)

You must provide either:

- A release signed by the incapacitated parent authorizing a legally qualified health professional to disclose information necessary to establish that the parent meets the definition of incapacity.

OR

- A statement from a legally qualified health professional that includes the following information:
 - That the parent is incapacitated, that the parent is incapable of providing care and supervision for the child for part of the day, and the extent to which the parent is incapable of providing care and supervision.
 - The days and hours per week that services are recommended.
 - Probable duration of incapacitation.
 - Name, business address, telephone number, professional license number, and signature of the health professional.

Employment Documentation

(Title 5 Regulations 18086 and 18086.1 – Section 8261 Educational Code)

You must provide pay stubs and verify the days and hours of employment. Information will be independently verified.

Training Toward Vocational Goal Documentation

(Title 5 Regulations 18087 – Section 8261 Educational Code)

You must provide:

- A statement of the parent’s vocational goal.
- The name of the training institution providing training.
- A current class schedule with dates of the current quarter/semester/period
- The anticipated completion date of all activities required to meet the goal.

Actively Seeking Employment Documentation

(Title 5 Regulations 18086.5 – Section 8261 Educational Code)

You must provide a written and signed declaration stating that the parent is seeking employment. This declaration must include the parent’s plan to secure, change, or increase employment.

Seeking Permanent Housing Documentation

(Title 5 Regulations 18012 – Section 8261 Educational Code)

You must provide a written and signed declaration stating that the family is seeking permanent housing. This declaration must include the parent’s search plan to secure a fixed, regular, and adequate residence. If the family is living in a shelter, services may be provided while the parent attends appointments or activities necessary to comply with the shelter requirements.

HOW FAMILIES ARE SELECTED

PRIORITIES

(EC §8227)

The first priority for services shall be given to children receiving Child Protective Services or children who are at-risk of being neglected, abused, or exploited. Second priority goes to eligible four-year-old children prior to serving eligible three-year-old children. Within these age groups, families with the lowest adjusted monthly income shall be admitted first.

ENROLLMENT PROCESS

DOCUMENTS TO BRING FOR APPOINTMENT

(Title 5 Regulations 18100 – Section 8261 Educational Code)

Initial certification to enroll in the program consists of:

1. Completed application
2. Emergency information
3. Birth certificates (or other approved documentation) for all children listed on the application
4. Court orders regarding custody and/or child support (if applicable)
6. Records of Foster Care (if applicable)
7. School or medical records (if applicable)
8. Child's medical report (physical)
9. Child's and Parent/Caregiver TB Clearance
10. Child's required immunizations
11. Proof of residency (for enrolling parent and for absent parent)
12. Agreement of contract hours
13. Verification of all family income:
 - (a) If paid weekly – last 5 pay stubs that you have received
 - (b) If paid bi-weekly or bi-monthly – last 3 check stubs that you have received
 - (c) If paid monthly – last 2 pay stubs that you have received
 - (d) If self-employed – see above for list of required documentation
14. Medi-Cal card or other insurance (if applicable)
15. Referral from Child Protective Services (if applicable)
16. Individual Education Plan (if applicable)
17. Social Security card for child being enrolled and of the enrolling parent

NOTICE OF ACTION

(Title 5 Regulations 18094, 18095, 18118, 18119, 18120 – Section 8261 Educational Code)

The Notice of Action is issued when:

- Certification is completed.
- Recertification is completed.
- Changes that affect need, fees, and eligibility occur.

- The family is to be terminated from the program.

A Notice of Action is issued to the parent for Approval, Denial, Termination, and Changes to Service.

HOW TO CONTINUE IN THE PROGRAM

(Title 5 Regulations 18102, 18103 – Section 8261 Educational Code)

Certification for most students remains in effect for one year, or until circumstances change. Students with eligibility based on “At-Risk” must recertify within three months. All families will be notified in advance of their recertification date. *It is mandatory for the parent/guardian to report any changes in family income, family size, or the need for services to the Child Development Office within 5 days of the change that occurs.* The office reserves the right to recertify a family at any time deemed necessary by office staff. Failure of parent to provide needed documentation will result in termination of services to the family.

To continue in this program, you must:

- Recertify in a timely manner.
- Abide by all agency policies, procedures, and program requirements.

Recertification requirements are identical to the certification process

PROGRAM POLICIES

ATTENDANCE: SIGN-IN/OUT AND ABSENCE POLICY

(Title 5 Regulations 18065, 18066 – Section 8261 Educational Code)

Sign-In/Out

It is the responsibility of each parent, or person designated by the parent, to sign children in at arrival and out at departure each day using a full and legible signature. If the child has not been signed in, or if staff cannot read the signature of the person, the parent will be called to return to school and sign-in the child. You must record the exact time and sign with a complete legible signature. Only those persons who have been authorized by the enrolling parent and who are eighteen (18) years or older may sign a child in or out. The exact minute of arrival and departure must be written.

This is a safety measure mandated by the State of California for the safety and supervision of the children and for program fiscal accountability. *Photo identification is required before the child is released to a designated person.*

Absence Policy

State Preschool Program absences are recorded and the parent or guardian must verify their cause. Parents or guardians are responsible for providing a written explanation of their child’s absence. Parents or guardians must sign with a full signature. A doctor’s note may be required

if the child is absent for more than 3 days. When a doctor's note is provided the parent must still write the reason for absence on the form provided along with a complete signature. *Once the absence is verified, the staff will decide whether the absence is excused or unexcused.*

Excused Absences are defined as:

- Illness (child or parent)
- Hospitalization (child or parent)
- Doctor or Dentist visit
- Quarantine
- Time spent with parent/relatives as required by law (if court document is on file)

Family Emergencies are excused absences and are defined as:

- An unexpected family emergency (family illness or accident)
- Serious illness of out of town family member
- Injury of immediate family member (example, car accident)
- Death of family member
- Acts of nature (example, earthquake)
- Transportation problems (1 time only)

ATTENDANCE: SIGN-IN/OUT AND ABSENCE POLICY (continued)

Best Interest Days for the Child considered excused absences days and include:

- Time spent with a parent or relatives not living in the home
- Religious holidays and/or cultural activities
- WIC appointments (if the child's attendance is required)
- Family vacations (limited to 10 days per school year)
- Sibling or parent graduation
- Funeral
- Court appearances that require child's attendance

Most children are allowed a maximum of 10 Best Interest Days per year. Children deemed "at-risk" and children receiving Child Protective Services have unlimited Best Interest Days.

Unexcused Absences may include:

- Child did not feel like coming to school
- Woke up late (child or parent)
- All other absences not listed in the sections above.

Unexcused Absences are limited to 3 days per school year. Additional unexcused absences will result in immediate termination of services and your space given to another child on the waiting list.

Tardy Policy: State Preschool morning class begins at 8:00 am and the afternoon class begins at 11:45am. Foster and MCKinley Preschool begins at 9:00 am- 12:00 pm and 12:30 pm -3:30 pm. State Preschool students are considered tardy (late) **10** minutes after school begins. Three tardies

will be counted as an **Unexcused Absence**. More than **5** unexcused absences will result in termination of services.

Late Pick-Up: It is the responsibility of the parent or guardian to ensure that their child is picked up on time. Late pick-up fees will be assessed (at the rate of fifty cents per minute). You may call anyone authorized on the *Emergency List* to pick up your child if you are going to be late. After closing, late charges will be assessed and payment must be made within three days of receipt of late notice or the child will not be admitted into school. *Three (3) late pick-ups after contracted time will result in termination of services.*

Important: *If 30 minutes past closing has passed and the child is still at the Center, and we have been unable to contact either you or anyone on your Emergency List, the Sheriff's Department will be called to take care of the child.*

LIMITED TERM SERVICE LEAVE

(Title 5 Regulations 18104 – Section 8261 Educational Code)

CUSD Child Development does not provide Limited Term Service Leave.

HEALTH AND SAFETY

DISCIPLINE

(CCR, Title 22, Sections 101223, 101223.2; EC § 49001)

Any form of discipline or punishment that violates a child's personal rights shall not be permitted regardless of authorized representative consent or authorization. State law and District policy prohibit school employees from the use of corporal punishment at any grade level.

All parents/guardians have the responsibility of developing in their children respect, courtesy, obedience to lawful authority, consideration for the rights of others, and the desire to learn. They are encouraged to work cooperatively with the school in fostering these traits in their children. Parents/guardians are required by law to respond promptly to requests from school officials to attend conferences regarding their child's behavior.

The following consequences apply to students who choose not to conduct themselves in accordance with the Child Development Rules:

- Verbal warning
- Redirection
- Conference with parent
- Informal or formal suspension
- Termination of services (may return to Waiting List after 6 months)

Suspensions/Terminations: Inappropriate behavior or severe behavior will result in a suspension. In the event of a suspension, parents are to pick their child up immediately. Three suspensions is cause for termination of services. Severe behavior includes, but is not limited to:

- Assault, fighting, hitting, and other aggressive behavior
- Profanity and/or vulgarity
- Leaving designated area without program staff permission
- Bullying, put-downs, name calling, and/or harassment

When a child presents a real danger to self, other children, and/or staff, there will be immediate termination from the program.

IMMUNIZATIONS

(CCR, Title 22, Sections 101220.1; CCR, Title 17, 6000)

Prior to admission to a child care center, children must be immunized against diseases as required by law. A child seeking admission to a child care center must have documentation of having received all of the required vaccine doses relevant for their age against the following diseases: poliomyelitis, diphtheria, tetanus, pertussis, measles, rubella, Haemophilus influenza type B, mumps, and Hepatitis B. A child's immunization record must be updated when the child receives additional vaccinations as required.

IMMUNIZATIONS (continued)

A child may be exempt from immunization requirements if one of the following criteria is met and the related documentation is kept in the child's file:

- A physician provides a written statement that an immunization should not be given to the child and specifies how long this exemption is expected to be needed.
- The child's parent/guardian provides a written statement that immunizations are contrary to his/her personal or religious beliefs.

MEDICATIONS

Staff members cannot dispense medicines to children without necessary paperwork completed at the school site office and prior parent and office approval. If your child has any medicines needed to be dispensed, parents/guardians will need to:

- Have a physician complete the form "Parent Request for the Administration of Prescription Medicine." You can get this form from your designated school site office.
- Submit the form (once completed by a physician) to your school site. The form should include specific instructions on how to dispense medication, the amount or dosage of medication to be dispensed, and the frequency of the dose ("as needed" or "when the child asks" does not provide enough clarity).
- Provide an appropriate supply of the named medication.

HEALTH POLICIES AND PROCEDURES

(CCR, Title 22, Section 101226)

If a child has a minor injury that requires assessments and/or administration of first aid by the staff, the injury will be documented and the staff will notify the parents/guardians when they pick up the child from the center. If a child becomes ill or sustains an injury more serious than a minor cut or scratch, parents/guardians will be immediately notified. If parents/guardians cannot be reached immediately, or if the injury or illness is such that there should be no delay in getting medical treatment, the staff will get emergency medical treatment without specific instructions from the parents/guardian.

Each site must have:

- A signed consent form for emergency medical treatment for each child
- Emergency contact information for each child
- A complete First Aid kit

Illness at School: Children with obvious symptoms of illness will not be accepted for care in the preschool. The staff has the responsibility for seeing that children with obvious symptoms of illness, including the common cold, are not accepted. If a child has been absent because of illness or has been exposed to a contagious disease, a parent or a person designated by the parent must bring the child into the classroom and remain until the child is accepted by the staff.

HEALTH POLICIES AND PROCEDURES (continued)

Any indication of illness will be called to the parent's/guardian's attention. No child will be admitted to school if they are vomiting or if they have a sore throat, earache, fever, cough, upset stomach, running nose, open draining wound, communicable disease, or other illness.

Remember, if your child is ill, we cannot accept him/her. This is to protect your child/children as well as the other children.

If a child becomes ill while he/she is at school, the parent will be contacted to immediately pick up the child. If the parent is unavailable, someone else from the emergency list will be contacted. Children who have been ill with a fever must stay home for at least 24 hours before returning to school. Children who have been prescribed antibiotics must take the prescribed medications for at least 24 hours before returning to school. Children receiving medication for a temporary illness should recover fully before returning to the school.

Emergency Procedure: In the event of a major disaster, we will follow the school policy for a signed release of all children. Children will be assembled in a designated area and released from there. Parents should go directly to the designated areas to sign out their children. Earthquake and fire drills are conducted once per month.

Pediculosis (Head Lice): All students must remain at home until completely cleared of all head lice and all nits (eggs). Those students who have been treated for pediculosis will be checked by the school nurse or health care assistant before readmission to be sure that there are no head lice or nits present in the hair.

Proper Dress and Grooming: You can help your child have a comfortable day by dressing him/her in durable clothing and sturdy shoes for an active day. Children must wear socks and closed-toe tennis shoes (no sandals). Be sure your child is dressed appropriately for the weather. No jewelry or small hair clips may be worn at preschool as they may pose a potential choking hazard. For safety reasons, children may not wear acrylic nails to school.

Child Abuse and Neglect: Under the California State Penal Code, Chapter 435, Statutes of 1981, the school staff is obligated to report cases of suspected child abuse or neglect. Any staff member who fails to report an instance of child abuse which he or she knows to exist or reasonably should know to exist, is guilty of a misdemeanor and is punishable by confinement in the county jail for a term not to exceed six months, or by a fine of not more than five hundred dollars (\$500), or by both.

Drug Education (EC § 51260; NCLB): Instruction shall be given in elementary and secondary schools on drug education and the effects of the use of tobacco, alcohol, narcotics, dangerous drugs and other dangerous substances. Such instruction shall be sequential in nature and suited to meet the needs of students at their respective grade level. A minimum of six hours of instruction each school year is required for grades K-12. This is also required by NCLB through the Safe and Drug-Free Schools and Communities program (Title IV and TUPE). Call the district Health & Human Services for more information. The State Preschool Program does not have drug education for students.

HEALTH POLICIES AND PROCEDURES (continued)

Smoking: To comply with school policy and local ordinances, Compton Unified School District is a smoke free facility. Smoking is not permitted on school grounds by staff or parents. For staff, this means stepping to the sidewalk or curb to smoke during breaks. All visitors will be prohibited from smoking on school grounds.

Lead and Other Hazardous Materials: Any questions regarding materials containing lead used in school buildings can be addressed by contacting the Director of Maintenance at the Office of Maintenance & Operations, 429 S. Oleander Avenue, Compton, CA 90220, and (310) 898-6195 ext. 55375. Warning signs shall be placed wherever this product is known to be used.

Food and/or Toys From Home: For health and safety reasons, children may not bring toys or food from home. If a child does bring toys or food from home, program staff will confiscate the item from the child and return it to the parents/guardians when the child is picked up.

Child Safety/Car Seat Law: According to California State Law, children must be secured in an appropriate child passenger restraint (safety seat/car seat or booster seat) in the back seat of a vehicle until they are at least six years old or weigh at least 60 pounds.

GENERAL POLICIES

FIELD TRIPS

(EC § 8263)

Field trips will be planned from time to time to help enrich the classroom curriculum and experience. These will entail walking to nearby parks, library, stores, and community facilities. Parents will be notified in advance, and must sign a permission slip for their child to participate. If a school bus is needed, the Early Childhood Education Office will make the needed transportation arrangements. Your child must be in the classroom at least 30 minutes before all trips to attend that trip. If you arrive at the site less than 30 minutes prior to the field trip departure time, you are responsible for your child for the day. You cannot drop your child off nor pick him/her up from any field trip site. Every possible precaution will be exercised to assure the safety and welfare of your child; however, the school and its authorized agents shall not be responsible, financially or otherwise, should an accident occur.

CONFIDENTIALITY OF RECORDS

(CCR, Title 5, Section 18117)

The use or disclosure of all information pertaining to a child and his/her family shall be restricted to purposes directly connected with the administration of the program. A child's parents/guardians may review the basic data at reasonable times and places upon request.

UNIFORM COMPLAINT PROCEDURES

It is the policy of the Compton Unified School District to provide parents/guardians the right to file charges and complaints against district employees, and to resolve such complaints according to procedures designed to ensure due process for the complainant and the employee.

Parents/guardians are urged to discuss the problem first with the school administrator, in an informal conference. If the problem is not satisfactorily resolved at the informal level, the parent/guardian has the right to file a formal complaint in accordance with the procedures set forth in Board Policy.

Nondiscrimination Policy (BP 5145.3): It is the policy of the Compton Unified School District to prohibit discrimination and harassment in any program, activity (including vocational education programs), or employment on the basis of age, sex (including sexual harassment), race, religion, ancestry, national origin, marital or veteran status, physical handicap (or disability), medical condition, or sexual orientation. A lack of English language skills shall not be a barrier to admission and participation in the district's activities and programs. All courses, including nonacademic and elective classes, are conducted without regard to the sex of the enrolled students. Reasonable accommodations are available for physically handicapped students.

It is the policy of the Compton Unified School District not to subject any person to intimidation, coercion, or retaliation because they have attempted to secure, for themselves or others, rights or privileges established by the Nondiscrimination Policy, including participation in activities conducted to enforce this policy.

For further information on this policy, or matters concerning Affirmative Action, please contact the Administrator of Personnel, Compton Unified School District. Telephone: (310) 639-4321.

GRIEVANCE PROCEDURES

	<i>Who Can Initiate</i>	<i>Subject Matter</i>	<i>How to Initiate</i>	<i>Local Responsibility</i>	<i>State Responsibility</i>
GRIEVANCE	Parents and Providers	Any agency policy or practice	Determined by agency policies	To resolve the grievance based on agency policies	To ensure local grievance process in place
APPEAL	Program beneficiary (parents)	An agency action that determines the benefits accruing to a parent or child	Sign the appeal form on the Notice of Action and forward to the local agency	Conduct a local hearing regarding the appeal and make an initial decision	Ensure local process complies with state rules and hear appeals of the local decision filed by the parent
COMPLAINT*	Anyone	Any law or regulation that the Department of Education is authorized to enforce	A written and signed letter alleging the violation of a law or regulation the Department is authorized to enforce, received by the CDD Appeals Coordinator	If an LEA: 1. inform everyone concerning the complaint process. 2. process the initial complaint and render an initial decision. If a non-LEA, inform everyone of the process.	If an LEA: 1. ensure local process complies with state rules. 2. hear appeals by complainants of the initial decision rendered by the LEA. If a non-LEA, investigate and render an opinion (or otherwise resolve) the initial complaint.
<p>*The description on this table only refers to complaints that the Child Development Division is authorized to investigate and resolve. Complaints involving employer/employee issues should be referred to Fair Employment and Housing; complaints involving discrimination or civil rights violations of clients or providers should be forwarded to the Department's Office of Equal Opportunity; complaints regarding licensing violations should be forwarded to the regional office of Community Care Licensing.</p>					

SEXUAL HARRASSMENT

(C § 48980(g); BP 5145.7 (a))

The Board of Trustees will not tolerate sexual harassment and will make efforts to maintain schools free from sexual harassment. It is the Board of Trustees's intent to maintain an academic and work environment which protects the dignity and promotes the mutual respect of all employees and students.

What is Sexual Harassment?

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by another student, school employees, or third parties under any of the following conditions:

- When submission to the conduct is explicitly or implicitly made as a term or condition of an individual's employment, academic status, or progress.
- When submission to, or rejection of, the conduct by the individual is used as the basis of academic or professional decisions affecting the individual.
- When the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive educational environment.
- When submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at, or through, the educational institution.

Forms of Sexual Harassment

Sexual harassment may occur as a pattern of degrading sexual speech or action ranging from verbal or physical annoyances or distractions to deliberate intimidations and frank threats or sexual demands. Forms of sexual harassment include, but are not limited to the following:

- Verbal Harassment - Derogatory comments, jokes, or slurs; graphic verbal abuse of a sexual nature; comments about an individual's body/dress, sexual preferences, or sexual conduct; sexually degrading words used to demean, label, or describe an individual; or spreading sexual rumors.
- Physical Harassment - Unnecessary or offensive touching, impeding, or blocking movement.
- Visual Harassment - Derogatory or offensive posters, cards, cartoons, graffiti, drawings, or gestures; suggestive or obscene letters, notes, or invitations; the display in the educational environment of sexually suggestive objects or pictures.
- Sexual Favors - Unwelcome sexual advances, requests for sexual favors, unwelcome sexual flirtations or propositions.

SEXUAL HARASSMENT (continued)

Retaliation [EC § 48900(o)]: Any act of harassing, threatening, or intimidating someone who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that person from being a witness or retaliating against that student for being a witness, or both.

Bullying [EC § 48900.4]: Intentionally engaging in harassment, threats, or intimidation directed against a person or group of people, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting work, creating substantial disorder, and invading the rights of that person or group of people by creating an intimidating or hostile educational or work environment.

Board Policy on Student Sexual Harassment:

- CUSD prohibits sexual harassment of any student by any employee, student, or other person in, or from, the District.
- CUSD expects students or staff to immediately report incidents of sexual harassment to a site administrator or to the District Compliance Officer.
- Each site administrator has the responsibility of maintaining an educational and work environment free of sexual harassment.
- Each sexual harassment complaint shall be promptly investigated in a way designed to respect the privacy of all parties concerned. This responsibility includes discussing this policy with his/her students and employees and assuring them that they need not endure sexually insulting, degrading, or exploitative treatment, or any other form of sexual harassment.
- The investigation shall be done by an impartial person. In no case should the person accused of sexual harassment, retaliation, or failure to address a previously reported concern be assigned to investigate the complaint.
- Protection of Confidentiality Information - Personal information regarding the complainant, the alleged harasser, and the witness will be protected from disclosure to the extent permitted by the investigative process and the nature of the complaint.
- Retaliation Prohibited - The District prohibits retaliatory behavior against any person who makes an informal or formal complaint alleging sexual harassment, or any person who participates in related proceedings. The District will take steps to try to prevent retaliation and will take disciplinary action if retaliation occurs.

TERMINATION POLICIES

TERMINATION OF SERVICE

Program services may be terminated for any of the following reasons:

1. A false statement made by a parent/guardian on any document filed for admission or re-certification to the Early Childhood Education Office.
2. Failure of the parent/guardian to notify the Center of any pertinent change in family size, marital status, income, place of employment, residence, or personal contact information within five days of the change.
3. Failure of parent/guardian to comply with State regulations and District policies, which govern the State Preschool Programs.
4. Failure of parent/guardian to maintain an accurate, current list of at least three people to

call in case of emergency. *An answering machine or blocked school number is not acceptable.*

5. Failure of parent/guardian to pick their child up from school (within a reasonable amount of time) after receiving a phone call from the teacher, health care assistant, or school office notifying them that their child is ill and needs to be picked up.
6. Conduct of child that repeatedly disrupts the smooth and efficient operation of the program and cannot be reasonably controlled by staff and the parent/guardian.
7. Insults or abuse towards any teacher or staff of the schools.
(*Education Code 44811: "Every parent, guardian, or other person who upbraids, insults, or abuses any teacher of the public schools in the presence or hearing of a pupil, is guilty of a misdemeanor."*)
8. Excessive unexcused absences (5 consecutive unexcused absences).
9. Failure to abide by contract hours (5 late pick-ups).
10. Failure to meet or maintain eligibility.
11. After a child has been suspended three times.
12. When a child presents a real danger to self, other children, and/or staff, there will be immediate termination from the program.

Parent Code of Conduct

Parents of enrolled children must abide by the following code of conduct. Failure to abide by this code of conduct will result in the termination of program services.

While on the school property, parents shall not:

- Swear, curse, or use foul language, particularly in the presence of children.
- Verbally or physically threaten or injure another person (staff, parents, or children).
- Cause or threaten physical injury to another person (staff, parents, or children).
- Physically punish their child or any other child.
- Quarrel or argue with staff, other parents, or children.
- Use or possess drugs, alcohol, or tobacco products.
- Use or possess weapons (knives, firearms, explosives, or other weapons).
- Wear inappropriate clothing, including clothing that is too revealing or shows inappropriate words or pictures. This is especially important when volunteering in the classroom.
- Cause damage to school property.

Early Childhood Education Program
411 N. Tajauta Ave. Compton, Ca, 90220
Phone: 310-898-6008 Fax: 310-638-6029

Telma Bayona, Administrator

Program	State Preschool
Funding	California Department of Education Child Development Division
Information & Qualifications	<ul style="list-style-type: none"> • Sessions: Morning & Afternoon classes (3 hours each) • Must be 3 or 4 years old by September 1 of the enrollment school year • Must live in LA County • Low Income

PRESCHOOL	TEACHER	AM/PM	PHONE NUMBER
ANDERSON 191606182	Deborah Moore	AM/PM	(310)-639-4321 EXT 53052
ANDERSON 191606182	LaKeisha Smith	AM/PM	(310)-639-4321 EXT53053
BURSCH 191606180	Kimmie Young	AM/PM	(310) 898-6133
CARVER 191805782	Blanca Reyes	AM/PM	(310) 639-4321 EXT 53831
CARVER 191805782	Armida Luevano	AM/PM	(310) 639-4321 EXT 53831
EMERSON 191606208	Ashley Johnson	AM/PM	(310)-639-4321 EXT 54247
EMERSON 191606208	Lori white	AM/PM	(310)-639-4321 EXT 54246
FOSTER 191606202	Paolina Lastrapes	AM/PM	(310) 898-6183
JEFFERSON 192001360	Cecilia Rosas	AM/PM	(310)-639-4321 54644
KING 191606400	Jazman Rand	AM/PM	(310) 639-4321 EXT 56238

PRESCHOOL	TEACHER	AM/PM	PHONE NUMBER
KING 191606400	Graciela Curiel	AM/PM	(310)-639-4321 EXT 56237
LAUREL 191606224	Evelyn Martinez	AM/PM	(310) 639-4321 EXT 56433
LONGFELLOW 191606402	Julienna Garcia	AM /PM	(310) 639-4321 EXT 56811
MCKINLEY 191606222	Sheila Carrazco	AM/PM	(310) 898-6329 EXT 57253
MCKINLEY 191606222	Vanessa Fernandez	AM/PM	EXT 57254
ROSECRANS	Brittaney Prince	AM/PM	310-639-4321 EXT 42889
ROOSEVELT 191670981	Evelyn Veasley	AM/PM	(310) 639-4321 EXT 64247
ROOSEVELT 191670981	Hortensia Camarena	AM/PM	(310) 639-4321 EXT 64245
ROOSEVELT 191670981	Martha Mariscal	AM/PM	(310) 639-4321 EXT 42892
TIBBY 191606228	Candace Seale	AM/PM	(310) 639-4321 EXT 65851
WASHINGTON 197416086	Katherine Groves	AM/PM	310- 639-4321 EXT 65611