



**FAMILY HANDBOOK FOR  
EARLY CHILDHOOD  
PRESCHOOL PROGRAMS  
*2018-2019***

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**The Washington Unified School District Child Development Program main office is located at:**

Alyce Norman Preschool Office  
1200 Anna Street  
West Sacramento, CA 95605  
**916.375.7650 FAX 916.375.7771**  
Office hours are from 7:30 a.m. to 4:00 p.m.

**Part Day Programs**

Morning: 8:00 a.m. to 11:00 a.m.  
Afternoon: 12:00 p.m. to 3:00 p.m.

**Elkhorn Preschool Room 23**

Morning: 8:00 a.m. to 11:00 a.m.  
Afternoon: 12:00 p.m. to 3:00 p.m.  
750 Cummins Way  
West Sacramento, CA 95605  
**916.375.7670 extension 3493**

**Riverbank Preschool Room D1**

Morning: 8:00 a.m. to 11:00 a.m.  
Afternoon: 12:00 p.m. to 3:00 p.m.  
1100 Carrie Street  
West Sacramento, CA 95605  
**916.375.7700 extension 3523**

**Stonegate Preschool Room K-4**

Morning: 8:00 a.m. to 11:00 a.m.  
Afternoon: 12:00 p.m. to 3:00 p.m.  
2500 La Jolla Street  
West Sacramento, CA 95691  
**916.375.0960 extension 6004**

**Westfield Preschool Room Portable 5**

Morning: 8:00 a.m. to 11:00 a.m.  
Afternoon: 12:00 p.m. to 3:00 p.m.  
508 Poplar Avenue  
West Sacramento, CA 95691  
**916.375.7720 extension 3087**

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## Washington Unified School District Mission Statement

To challenge and support each student to develop effective critical thinking, problem solving and communication skills as a life-long learner acting in an ethical manner to serve a broader community through a community of leaders characterized by:

- Engaging learning experiences in safe, positive environments
- Highly-qualified, reflective, and adaptive educators
- A culture of innovation responsive to student needs and aspirations
- A community promoting family involvement, strong partnership, and school pride

### **The Early Childhood Education Programs support this mission with the belief that:**

- Each child is unique and a valuable person.
- Children are capable of making decisions and solving problems.
- A diverse and enriched curriculum is based on state adopted standards, sensitive to the ages and stages of children in our care, engaging their minds, bodies and spirits in constructive work and play.
- Guided environments affirm and encourage children's natural desire to learn.
- We create a safe, secure and trusting place where individuals and relationships are supportive, nurtured and accepted.
- All students have a right to a developmentally appropriate and challenging educational program that integrates learning opportunities with high expectations.

We provide a warm, friendly environment where we help all children feel secure and appreciated. Children can try out various ways of interacting and behaving without fear and risking ridicule. We provide this environment to assist children in becoming independent and to develop positive self-esteem. We pledge to do all we can to earn the trust that parents have placed in us.

Family Support Specialist Marisela Oropeza is available to assist all families in our preschool programs.

## **FUNDING SOURCES**

The Washington Unified School District State Preschool is contractually funded through the California Department of Education Early Education and Support Division. The preschool part-day inclusive developmental programs for 3 and 4 year old preschoolers from income eligible families. The program encourages parent education and parent involvement.

The Early Childhood Education Programs offer developmentally, culturally and linguistically age appropriate educational activities. The part-day morning program provides breakfast and the part-day afternoon program provides lunch. Early Childhood Education Programs can make health and social service referrals for families in need of assistance.

## How to Qualify for a Part-Day Part-Year California State Preschool Program (CSPP)

Eligibility is established at the time of enrollment. First priority is given to children receiving child protective services or who are at risk of abuse, neglect, and/or exploitation. Second priority is given to eligible 4 year olds. Third priority is given to eligible 3 year olds. Within these priorities, families with the lowest gross monthly income and based on the family size are admitted first.

Eligible 3 and 4 year old children can attend part-day, part-year California State Preschool programs for up to 2 years before they are enrolled in kindergarten. Families must establish eligibility at the time of initial enrollment and will remain eligible for the remainder of the program year. Families of children eligible to continue for a second year of preschool will have their eligibility recertified prior to the beginning of the new preschool school year.

- **Homelessness**

Verification: Written referral from an emergency shelter or other legal, medical or social service agency or a written parental declaration stating that the family is homeless and a statement describing the family's living situation.

- **Child Protective Services**

Verification: A Referral form will be provided by the early education center to be completed by local county welfare department or child welfare services worker, certifying that the child is receiving Child Protective Services (CPS) and that the child care and development services are a necessary component of the CPS service plan.

- **At Risk of Abuse, Neglect, and/or Exploitation**

Verification: A Referral form will be provided by the early education center to be completed by a legally qualified professional (someone licensed in the State to perform legal, medical, health, or social services for the general public) that the child is at risk of abuse and neglect and that the child care and development services are needed to reduce or eliminate that risk.

- **Income Eligibility**

Verification: Total countable income is all income of the individuals, 18 years and older, counted in the family size, for example:

- **Gross wages or salaries including overtime and tips:**

Verified by: Consecutive pay stubs for the most recent month prior to acceptance into the program (if paid monthly, 2 consecutive monthly check stubs) or a release authorization and letter from employer; or other, record of wages issued by the employer. If you are self-employed and/or have income that fluctuates, verification may include 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, check stubs or business logs.

- **Cash aid**

Verified by: Department of Public Social Services "Notice of Action," "Verification of Benefits," bank statement showing automatic deposit, unemployment or disability statements, if applicable

- **Child support payment received**

Verified by: Copy of court decree, agreement, and check portion of student grants or scholarships not identified for education purposes as tuition, books, or supplies. Verified by: Copy of grant or scholarship

- **Other countable income**

Verified by: Copies of documentation of all non-wage income or self-certification of an income for which documentation is not possible

- **Determination of Family Size**

As defined by the Education Code, a “Parent” means a biological parent, stepparent, adoptive parent, caretaker relative or any other adult living with the child who has responsibility for the care and welfare of the child. Parents must provide documentation to determine the number of children and parents in the family, with at least one of the following:

- Birth certificate
- Court order regarding child custody
- Baptismal certificates
- Adoption documents
- Record of Foster Care placement
- County welfare department records
- Other reliable documentation indicating the relationship of the child to the parent

If a child has another parent that does not appear on the application, but information provided indicates that the child has another parent, the presence or absence of that parent must be documented. The parent can do so by providing 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

## **ATTENDANCE AREA**

Children residing in Washington Unified School District attendance area have priority over students living in other attendance areas. Families residing outside the Washington Unified School District attendance area will be admitted on a space available basis.

The program welcomes and is prepared to serve differently-abled children when the program best meets the needs of the child in the least restrictive environment. It may be necessary, at times, to redirect children to facilities or resources that better meet their individual needs.

## **PARENT/PROGRAM COMMUNICATION:**

The district encourages open communication between the home, and your child's teacher. The following communication procedures will help the program respond to the needs of parents in a more timely and efficient manner. If parents have a concern/question, the following chain of contact should be observed:

**First:** Contact your child's teacher.

**Second:** If the situation remains unresolved, contact the Director at 375-7650.

## **PARENT(S)/GUARDIAN(S) and CHILDREN's RIGHTS**

Please refer to the California Community Care Licensing forms given to you during the enrollment process.

## **EARLY CHILDHOOD EDUCATION INSTRUCTIONAL PROGRAMS**

### **California Department of Education Programs**

The Washington Unified School District offers a half day preschool program during the traditional school year. The program provides high quality developmentally appropriate environments addressing the social-emotional, physical, cognitive and language needs of young children.

### **California State Preschool Programs (CSPP)**

Part-day programs, for 3 and 4 year old children and their families, are located at Elkhorn Elementary School, Riverbank Elementary School, Stonegate Elementary School and Westfield Elementary School in West Sacramento. Families must meet State determined income criteria as well as be eligible for this program. For purposes of determining age eligibility for the California State Preschool Program, the following definitions of eligible 3 and 4 year old children apply, as follows:

- 3 year old children are defined as children turning **3** on or before **September 1<sup>st</sup>** of the fiscal year in which they are enrolled.
- 4 year old children are defined as children turning **4** on or before **September 1<sup>st</sup>** of the fiscal year in which they are enrolled.

Each school year, parents/guardians are asked to participate in **2** parent conferences with the classroom teacher. Parent-teacher conferences are scheduled at least two weeks in advance at a time most convenient for the family. The parent-teacher conference provides your child's teacher with the opportunity to talk to you about the specific content areas that the curriculum covers, as well as how your child is learning and developing. During the conference your child's teacher will tell you what they think your child's strong points are; such as counting up to 10 with ease or following the sequence of a story; as well as areas for improvement. Don't feel on edge if the teacher brings up points that may seem like weaknesses to you. Not every preschooler/toddler can master each task easily. If the teacher brings up areas for improvement, they are just that; things that you can work on with your child to improve and are not negative insights. Parent-teacher conferences inform the parents/guardians of their child's progress to provide opportunities for engagement in their child's education plan and to share suggestions to support your child at home with home activities and to support each family's interests, goals and needs.

**Early Childhood Education programs offer settings in which children will:**

- Develop early literacy skills such as oral language, listening and speaking, phonemic awareness, vocabulary development, problem solving, pre-writing and comprehension and critical thinking skills
- Become self-directed and self-reliant while participating in a planned indoor/outdoor instructional learning program
- Grow socially, emotionally, mentally and physically in a comfortable and peaceful atmosphere
- Offers small group activities as well as individual activities
- Offers activities or interest centers that include creativity, pretend play, making and building, science, math, rhythm and music, sensory exploration, large and small muscle activities, cooking and social problem solving
- Participate in a rich learning environment
- Receive guidance, instruction and support from empathetic and thoughtful adults
- Receive nutritionally balanced meal each day

**Promoting the Social Development of Young Children and Addressing Challenging Behavior**

An important role of Early Childhood Education staff members is to facilitate children's social emotional development so that they have the skills needed to be successful in school and later in life. These skills include the ability to solve problems, communicate needs and emotions appropriately and effectively and build friendships. Our staff members provide:

- A caring community
- Schedules, routines and expectations for safe, responsible and respectful behavior
- Models of effective communication
- Activities that are meaningful, meet the individual needs of all children and promote engagement with other children and adults
- Developmental age appropriate activities for all learners
- A team approach to addressing challenging behavior, which includes parents as active participants
- An environment free from corporal or unusual punishment, infliction of pain, humiliation, intimidation, ridicule, threat, mental abuse, or other punitive actions

**The Desired Results Developmental Profile**

Staff members in Early Childhood Education programs provide a personalized learning plan for each child through the use of an assessment tool developed by the California Department of Education, Child Development Division. The Desired Results Developmental Profile (DRDP) is a validated assessment instrument that covers the developmental domains of physical, cognitive and social-emotional development and is aligned with the K-12 standards. It gives specific feedback that informs ongoing instructional planning throughout the year and is an important tool for articulation between Early Childhood Education school staff as children transition to kindergarten. Children are assessed using the DRDP within 60 days of enrollment and every 6 months thereafter. Parent input is a necessary component of this assessment.



## **CHILDREN'S ASSESSMENTS**

Information on each child is gathered through formal and informal observation as they interact in each environment. Adults involved in the program document the children's developmental progress in a variety of ways (anecdotal notes, pictures, samples of children's work, etc.). These observations recorded in the CDE/CDD **Desired Results Developmental Profile (DRDP)** assessment instrument help the teachers to design future daily activities that focus on the individual needs of the children in the program.

### **The Environmental Rating Scale**

The California Department of Education, Child Development Division, requires the use of the Environmental Rating Scale which is designed to assess the quality in Early Childhood Education programs. Depending upon the ages served, programs use either the Infant/Toddler Environmental Rating Scale or the Early Childhood Environmental Rating Scale. Each scale has items to evaluate the physical environment, basic care, curriculum, and interactions that go on between staff and children, schedule, program structure and parent and staff education.

### **Requesting Pupil Records**

Parents/guardians may request pupil record information about their child by providing the Early Childhood Educational Program with a written request that identifies the record(s) they wish to inspect. The school will make arrangements for access and notify the parent/guardian of the time and place where the records may be inspected. Parents/guardians who would like to request a change to a record should contact the program Director.

## **HEALTH, SOCIAL SERVICES AND NUTRITION**

### **HEALTH POLICIES:**

In order to ensure that all of our children are healthy and safe while at school, the following procedures and routines have been established:

- All children enrolled in licensed child care facilities must provide a record of current immunizations. Prior to, or within 30 calendar days following enrollment, a written report of the child's physical exam, prepared by a licensed physician, must be provided. The physician's report must be less than one year old.
- A daily wellness check is completed upon the arrival of each child to ensure that children are healthy and able to participate in daily activities. When it is observed that children arrive to the classroom ill, they will be required to be taken home. Illness does not refer to medical conditions that are not contagious. Early Childhood Education teachers are responsible for conducting a daily inspection for illness required under Community Care Licensing regulations upon arrival. Parents/guardians must remain in the classroom until the health check is completed.
- A child suspected of having a communicable disease will be excluded from an Early Childhood Education program until guidelines for re-admission are met. Guidelines for exclusion and re-admission follow policies set forth by the school district, the State Department of Health and Department of Education. Guidance in addressing communicable diseases also comes from the Center for Disease Control and Prevention and national organizations.
- Temporary exclusion generally occurs for communicable diseases including, but not limited to the following: Conjunctivitis (pink eye), Impetigo, Strep Throat, Chickenpox,

Scabies, and Whooping Cough. Re-admission to the program is based on condition and appropriate treatment.

- In order for the school nurse or designated Early Childhood Education staff member to provide a child with prescription medication, parents/guardians are required to complete a district form (Authorization for Medical Administration) This form must be completed and signed by both the physician and parent. The form is available at any school office.
- A child returning to school with sutures, casts, crutches, braces or a wheelchair, must have a health care provider's written permission to attend school and must comply with any safety procedures required by school administration and health services personnel. A child returning to school following a serious or prolonged illness, injury, surgery or other hospitalization, must have written permission by the health care provider to attend school, including any recommendations regarding physical activity.
- A current District Emergency Information Card must be on file at the school so that parents can be notified promptly in case of accident or injury involving their child.

School nursing support is provided to Early Childhood Education programs. Services include: assistance with medication administration, first aid training, health appraisals, dental and vision screening, medical/health referrals and follow-up, communicable disease control, immunization follow-up, health education for children and parents and on-site staff training.

### **Social Services**

Mental health consultants are available to provide support to families and staff members in order to help children develop healthy relationships with peers, family, school and community and to develop problem-solving skills and a sense of self-confidence. They provide a range of services including parent education, mental health consultation and positive behavior support planning.

### **Nutrition**

All children enrolled in Early Childhood Education programs will receive one nutritious meal per day. At all our preschool sites, meals are served in the classroom where children can enjoy a pleasant social atmosphere. At mealtime they practice eating independently, eat and enjoy a variety of foods and engage in social and instructional conversations with other children and adults at their tables.

The Washington Unified School District Food Services Division is responsible for the preparation of meals for the Early Childhood Education programs. All meals served meet or exceed limitations on total fat, saturated fat, calories, sodium, additives, dyes and trans-fats that are required by law. Dietary modifications can be made for children who meet the criteria of special needs definitions. Children must have a completed medical statement submitted for evaluation and approval by the District nutrition specialist. Should your child require a special diet, please ask the Alyce Norman office for a Medical Statement to Request Special Diet form.

A copy of the menu is posted on the Parent Bulletin Board and posted in classrooms.

## PROFESSIONAL DEVELOPMENT

The Washington Unified School District is committed to providing high quality Early Childhood Education. All teachers hold the appropriate credential/permit required by the State of California.

New teachers and support staff are provided an orientation to guide them to understand how agency policies relate to their respective job description. Orientation also includes topics such as child abuse reporting procedures, the California Desired Results System, supervision of children, curriculum and program schedules, first aid procedures and positive behavior support for children.

We support continuous staff growth by assessing the needs of staff and providing professional development activities to enhance their growth.

Professional development activities are provided at your child's school site as well as by the district and the Early Childhood Education central offices in Yolo and Sacramento counties.

Our staff members are evaluated on a regular basis according to specifications outlined in their respective collective bargaining contracts.

We have sound internal communication mechanisms which include email, webinars, phone, meetings and newsletters to provide staff with information regarding professional development opportunities necessary to carry out their respective duties.

## PARENT INVOLVEMENT

The Governing Board in Board Policy 6020 recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment.

Parent involvement is an important component to the operation of each of our Early Childhood Education programs. We value the role you play as your child's first teacher and recognize the importance of the partnership between home and school.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

**We do not allow siblings to be brought with a parent on the participation day.**

It can be unsafe for siblings and it takes away from the opportunity to work closely with the enrolled child. Every effort will be made to work with you in establishing options for your participation.

Parent education workshops are offered at Alyce Norman Preschool and in the community of West Sacramento on a variety of topics of interest. In addition, opportunities for participation on Parent Advisory Councils, committees, annual program review teams, at special events and in the classroom are encouraged.

Parent-teacher conferences are held a minimum of 2 times each year to share information and discuss children's progress. Moreover, conferences are always available upon request.

We ask that you participate in the annual **Desired Results Parent Survey (DRDP)**. The survey asks for parent feedback about the program your child attends. The California Department of Education is very interested in how the program helps to support your child's learning and development and meets your family's needs. Responses are completely confidential and your feedback will help to improve the services provided to you and your child.

We welcome you to visit your child's classroom at any time and to ask the teacher how you can be involved in the many opportunities offered by your early childhood education program. The following are some activities how you can help.

- Work in your child's classroom at least once a month
- Serve on the Parent Advisory Committee
- Attend Parent Meetings
- Enroll in parent education class or other educational program
- Volunteer to help with classroom projects
- Volunteer to read in your child's classroom

### **PRESCHOOL ADVISORY COMMITTEE**

Parent and guardians are encouraged to participate on the Washington Unified School District Preschool Parent Advisory Committee. The Parent Advisory Committee addresses issues such as the preschool instructional program, parent education programs, policies and procedures, special school/district events and other program issues. The Parent Advisory Committee provides parents and guardians the opportunity for sharing their ideas or concerns.

The dates for the 2018-2019 Parent Advisory Committee meetings are listed below:

**September 3, 2018 at 9:00 a.m.**

**December 3, 2018 at 9:00 a.m.**

**March 1, 2019 at 9:00 a.m.**

**May 17, 2019 at 9:00 a.m.**

### **ENROLLMENT PROCEDURES**

The Washington Unified School District, Early Childhood Education programs receive State funding and follow regulations as set forth in Title 5, California Code of Regulations and Title 22, California Child Care Licensing Requirements. The State Preschool is available to income eligible families, as well as children under child protective services or children who are homeless, who reside in the Washington Unified School District attendance area. Families residing outside the Washington Unified School District attendance areas will be admitted on a space available basis. The regulations regarding enrollment and admission follow.

## Eligibility List

An eligibility list is maintained at the Alyce Norman Preschool site. The term “eligibility” is used because families are ranked by eligibility factors established for California subsidized child care and education programs. Families whose children are receiving child protective services or whose children are at risk of being neglected or abused are admitted first. Eligible 4 year old children are admitted before eligible 3 year old children.

## Enrollment Process

The Early Childhood Education program will notify you by phone or mail when they have space available for your child. They will provide you with a checklist of documents needed to complete the certification and enrollment process. On receipt of all the required documentation, an appointment will be scheduled to complete the Confidential Application for Child Development Services and Certification of Eligibility.

You will be issued a **Notice of Action** following the completion of the Confidential Application for Child Development Services and Certification of Eligibility. The **Notice of Action** will indicate the date of entry into the program and the days and hours for preschool class.

A **Notice of Action** is also issued when:

- Initial Certification is completed
- Changes that affect need, and eligibility and contract hours occur
- The family is to be terminated from the program

## Termination of Services

If the change or termination is involuntary or initiated by the Early Childhood Education program, the parent/guardian has 14 calendar days (19 if the **Notice of Action** is mailed) to appeal. When given to the parent, the parent’s initials acknowledging receipt are required.

### Causes for termination many include:

- Violation of program policies and procedures
- Behavior of a family member that presents a risk to children and staff such as a parent using profane language, threats or destroying property
- Knowingly using incorrect or inaccurate information to obtain services
- Excessive unexcused absences
- Late pick-up of children after center closing or program ending hours (termination of services may occur on the 4th instance of late pick-up following 3 written warnings within a 1 year period of time)

If you do not agree with the agency’s action as stated in the **Notice of Action**, you may appeal the intended action. To protect your appeal rights, you must follow the instructions described in each step listed on the back of the **Notice of Action**. If you do not respond by the required due dates or fail to submit the required appeal information with your appeal request, your appeal may be considered abandoned. The appeal should go to the local district director or principal leader whose name and address should appear on a sticker affixed the back of the **Notice of Action**.

## Confidentiality Policy

All staff members agree to respect a code of confidentiality in regard to information about children and families enrolled in the program. We encourage you to share information about your child's special needs with any of our staff. Staff agrees to respond to your needs on a professional level with respect for your family's privacy. This code of confidentiality will continue when a staff member is no longer affiliated with the Washington Unified School District State Preschool Program. Furthermore, financial information or other information maintain in the family file concerning children and their families will be limited to purposes directly connected with the administration of the Washington Unified School District State Preschool Program. No other use of this information may be made without the parent's written consent (with the exception of Child Protective Services or Child Abuse reporting). Confidential records will not be released unless stipulated by the parent or otherwise authorized by applicable law.

### Emergency Information

Every parent, legal guardian or caregiver must complete an Emergency Information form (Lic700), for each child at the time of enrollment. Emergency information must include the following:

- Home address and current telephone number, including cell phones
- Employment/business addresses and phone numbers
- Relative/friend's first and last names, addresses and telephone numbers, authorized to pick-up and care for a child due to illness, in an emergency situation, or after program closing hours, if a parent cannot be reached. In these situations, children will only be released to a person listed on the Emergency Information card.

### Change of Residence and/or Health Information

It is the responsibility of every parent, legal guardian or caregiver to immediately inform the Preschool program of any change of address, telephone number or emergency information on the official Emergency Information form (Lic 700). It is the parent's/guardian responsibility to notify the teacher within 24 hours of any change in emergency and health information including authorized persons to pick up child and change in address and telephone numbers. Emergency cards, identification and Emergency Information form (Lic 700) must be kept current.

## ATTENDANCE POLICIES

### Signing In and Out

Signing children in and out daily upon arrival and departure is required by law for the safety and supervision of the children and for program fiscal accountability. ***The parent, or other responsible adult, must sign the child in and out each day with the correct arrival and departure time. The attendance sheet must be signed with a full, legal signature.*** Under no circumstance can a child be dropped off in the parking lot to find his/her own way to the classroom. An adult must bring his/her child in and make a connection with the staff. All individuals authorized to drop off/pick up a child must be at least 18 years old and be listed on the child's emergency card.

**Attendance Policies:**

Your child is expected to attend and be on time to school every day. Children who come to school on a daily basis adjust easily to school routines and are successful in completing individual and program goals. Children are expected to attend school based upon their contracted service hours. Regular, punctual attendance will help assure that your child is successful. The following are suggestions to help you and your child both have a successful school year.

- Children should arrive at school at the designated start time. It is the parent/guardian's responsibility to adhere to starting and ending times of the preschool program.
- Please make sure your child is rested and dressed for the weather. Preschool age children need 11-13 hours of sleep per day.
- It is highly recommended to say good-bye to your child. Leaving without your child's knowledge makes your child fearful you may disappear at any time.
- Please take the time to speak to your child when bringing your child to school and when leaving school campus.
- Parents/guardians are requested to contact the Alyce Norman office by phone if their child will be absent.
- Tell the teacher about things that may be happening in your child's life that might affect how they feel or act, but not in front of your child or the presence of other children and parents.
- If a child is absent for 3 or more consecutive days without contact from the parent, the teacher, office and Family Support Specialist will contact the parent/guardian by phone or by mail.

**Absence Policy**

Daily student attendance is powerful for your child's success both in school and in life. Children who attend school regularly develop healthy life habits, have better school grades, and greater opportunity to attend higher education. Furthermore, our funding is based upon each child's attendance or excused absence. All absences need to be verified by the child's parent/guardian with a note or telephone call upon a child's return to the classroom. When your child is absent, please call the school where your child is attending before 8:15 a.m. School is open at 7:30 a.m., or by school email [genriquez@wusd.k12.ca.us](mailto:genriquez@wusd.k12.ca.us)

Arriving late, once class is in progress, disrupts the scheduled activities, depriving both your child and those in attendance of quality learning time. Removing your child early has a similar consequence and does not allow him/her to have closure of the day. Please schedule appointments, errands and shopping before or after class time. Parents prompt pickup of their child after class promotes a feeling of security.

**Excused Absence Includes:**

- Illness or quarantine of the child or other household member
- Doctor, dentist or medical therapy appointment
- Court ordered visitations
- Family Emergency-The duration of a family emergency will depend on the nature of the emergency. Family emergencies include: accident involving member of the immediate family, death in the family, and act of nature such as earthquake, flood or fire.

## **Best Interest Days**

Children are allowed 10 “best interest days” per program year. These 10 days may include:

- Vacation (all vacations must be registered ahead of time with either the Family Support Specialist or Program Director)
- Funeral
- Cultural or religious celebration
- Other family occasion such as parent or sibling graduation

## **Unexcused Absences**

- The child did not feel like coming to school
- The parent or child woke up late
- The weather is too cold/hot/rain
- Family errands
- Court appearance not requiring the child
- Anything that is not listed under excused absence is considered an unexcused absence.
- When a child reaches 3 unexcused absences, the parent/guardian will receive a Truancy Warning Letter
- If the child has 1 more unexcused absence, the parent/guardian is required to attend a truancy meeting and sign an Attendance Agreement Form
- Failure to follow the Attendance Agreement Form will result in a child being terminated from a program.

## **Late Pick Up**

**Children must be picked up on time and signed out by an adult (18 years or older) whose name appears on the emergency form. This adult must provide photo identification and allow preschool staff to photograph them. If the adult is not listed on the emergency form, verbal authorization can be obtained from the parent/guardian and the adult will be photographed by office staff.**

It is considered a late pick-up if a child has not been picked up within 10 minutes after class has ended. Always contact your child’s school if you will be late to pick up your child.

- Ask an adult listed on the emergency form to pick up your child for you if you cannot.

**If a child has not been picked up within 15 minutes after class has ended, the teacher will call:**

- Your cell telephone/home/employer/school
- The emergency numbers listed on the emergency form

If the teachers are unable to contact anyone on the emergency card to pick up the child, the Family Support Specialist and Program Director will be notified and the police will be contacted to provide assistance.

- The first time a parent/guardian picks up after the contracted pick-up time, the Program Director or Family Support Specialist will meet with the parent or guardian when he/she arrives the following day. The parent/guardian will receive a copy of the late pick-up policy and a verbal warning.
- The second time a parent/guardian pick up after the contracted pick-up time within the same 30 day period, the Program Director, Family Support Specialist or Teacher will meet with the parent/guardian within 24 hours. The parent/guardian may be given a written warning. A copy of the written warning will be given to the parent/guardian and the original is placed in the child’s file.



- The third time a late pick-up occurs within the same 30-day period, a meeting between the parent/guardian and the Family Support Specialist will be scheduled for the next school day to develop an Attendance Improvement Plan. The parent/guardian and Family Support Specialist will develop a plan to establish reliable pick-up or the parent/guardian may be asked to remain at the school each day with their child until a reliable pick-up plan is established. All attempts will be made to ensure that the child will be brought to school or picked up on time before Early Childhood Educational Services are terminated.

### **Consistent Late Pick-Up**

If we are unable to satisfactorily resolve consistently late pick up of a child, the school may ask the family to withdraw.

### **Arrival to Pick-Up Child While Under the Influence of Alcohol or Drugs**

If a child is picked up by a person who appears to be under the influence of alcohol or drugs, a staff person will offer to call another adult who is authorized to pick the child up. We want all families to arrive home safely. The child will not be allowed to go home with a parent or anyone who appears to be under the influence of alcohol or drugs. The police will be notified.

### **Do Not Leave Any Child Unattended in your Vehicle during Pick-Up or Drop-Off Time**

The Unattended Child in Motor Vehicle Safety Act (CVC Division 6.7, §§ 15600-15632) states that a parent, legal guardian or other person responsible for a child who is 6 years of age or younger may not leave that child inside a motor vehicle without being subject to the supervision of a person who is 12 years of age or older. Our Early Childhood Education Program adheres to all provisions of the Unattended Child in Motor Vehicle Safety Act.

## **WHEN YOUR CHILD BECOMES SICK AT PRESCHOOL**

When your child become ill during the school day, the parent/guardian will be contacted and your child will be removed from the classroom. Temporary care will be provided in an isolated area of the classroom/office until the parent or emergency contact can arrive. The preschool program will contact. If a parent cannot be reached by phone, we will call the persons listed on your child's Emergency Card and Identification Form (Lic 700). Please list individuals who are available during the daytime hours to pick up your child in the case of an emergency. Please let the people on the emergency card know that you have listed them to pick up your child. Please keep your Emergency Card and identification Form (Lic 700) up to date.

### **Health State Requirements**

The Program Director, Family Support Specialist, Nurse and Administrative Secretary evaluate and insure compliance with state-required immunizations. Parents and guardians are provided at the beginning of the school year with TB test that are required for classroom participation. The emergency card for each student is reviewed to identify medical concerns and to assure that emergency contacts are listed.

### **Monitoring of Health Status**

Physical exam reports are reviewed and parents/guardians are contacted as needed regarding any medical concerns that could affect the student's ability to fully participate in the program. Individual Health Care Plans or Emergency Protocols are developed, as needed, in collaboration with the child's healthcare provider and/or parents. The staff ensures ongoing classroom

observations and provides health and developmental histories, as needed, to assess developmental concerns. Preschool speech and language referrals are made by the classroom teachers. Safety and classroom health education concerns are addressed as they arise.

### **Health Assessment**

Hearing, vision and dental screening are conducted annually for our Washington Unified School District preschool students. Students are instructed and have the opportunity to practice using the screening tools prior to the actual screening. A school nurse performs initial hearing test on each student and a follow-up test for any student who does not pass the first test. Students with persistent hearing test failures are referred for medical evaluations. Licensed optometrists perform vision exams with the assistance of a school nurse. The school nurse refers students with suspected vision problems for further medical evaluation.

Developmental screenings are completed annually by parents, reviewed by staff, and based on the results, will be followed by the appropriate specialist.

### **WHEN SHOULD A CHILD STAY HOME?**

We all work very hard to stay healthy and reduce the spread of infections. However, we are not always capable of preventing the infections from spreading. We ask all our families to develop a plan for alternative care on the days your child will be too sick to attend school. Your child should not come to school under the following circumstances:

- If the illness prevents him/her from participating comfortably in preschool activities even if you have a doctor's excuse stating he/she may return to school.
- If the illness results in the need for more care than staff can provide without compromising the health and safety of the other children.
- A child who exhibits a fever above 100F with accompanying symptoms or behavior changes, will be excluded. Temperatures will be checked by underarm, forehead fever strip, or "Thermoscan" digital ear thermometer. A child may return to school when temperature has been normal (98F) for 24 hours.
- A child with an unidentified rash will be excluded until a healthcare provider diagnoses the rash as non-contagious and provides a written statement.
- A child who has been **vomiting** will be excluded until they have been free of symptoms for at least **24 hours**.
- A child who has been experiencing **uncontrolled diarrhea** will be excluded until they have been free of symptoms for at least **24 hours**.
- A child with **scabies** will be excluded until 24 hours after the application of prescribed medication.
- A child with **strep throat** or other streptococcal infection will be excluded until **24 hours** after medical treatment has been initiated.

When a doctor places a child on an **antibiotic**, the child will be admitted after 24 hours of taking the medication (or sooner with written clearance from a healthcare provider). After the 24 hour waiting period the preschool program may request that the parent/guardian bring a note from the healthcare provider stating (a) the infection is not contagious, and (b) the child is well enough to return to preschool.

- A child with **chicken pox** will be excluded seven (7) days after onset of rash and until all sores have dried and crusted.

- A child with **open mouth sores** will be excluded unless a health care provider provides a written statement that the condition is non-infectious.
- A child with **purulent conjunctivitis** (defined as pink or red eyes with white or yellow discharge) will be excluded until written medical evaluation allows inclusion. If bacteria conjunctivitis is diagnosed, the child may be readmitted after 24 hours of prescribed medication.
- The same medical conditions requiring exclusion of a child from the center apply to all staff members, parents and student assistants or volunteers.

The Early Childhood Education Program reserves the right to request written medical clearance or information in any case of questionable health symptoms, problems or conditions.

When a child contacts a communicable disease, the staff will notify all parents/guardians and will post a sign on the door. Please alert the Lead Teacher immediately of any health information about your child, which may affect the health of others, such as infectious illness to which your child may have been exposed to.

## **EMERGENCY PROCEDURES**

The Early Childhood Education Program classes have emergency procedures, which go into effect in the event of an emergency or disaster. Your child will be cared for until you are able to pick him/her up. If the building is evacuated, a notice will be posted describing the location of your child's class. An emergency route and location is always posted in the room.

### **Fire**

Fire drills are conducted regularly. Evacuation plans are posted in all classrooms. Proper order must be maintained during classroom fire/emergency evacuations. There are periodic fire and earthquake drills each year. All students and parents must evacuate the building. There is a map posted in each of the classrooms. The district has a disaster plan that each site has been instructed to follow. Staff members are trained in CPR and first aid. Specific information regarding emergencies will be shared under separate cover.

### **Earthquake**

The alarm for an earthquake drill will be a constant ring of 60 seconds. In case of an earthquake:

Pupils inside the classroom will remain inside the classroom, away from windows and will take cover under a table. The teacher will take all students outside when she/he feels it is safe to do so.

Pupils outside the school building will remain outside, away from the buildings and playground equipment and will move to the open field with their teacher.

The director or other support staff will direct pupils to the safest areas in hallways or other areas of the building.

- Earthquake, lockdown and fire drills are conducted regularly.
- During an emergency lockdown, staff may be instructed to refuse admittance or not dismiss anyone until the drill or danger has been resolved.

## INJURY REPORTS

If an injury that requires medical attention occurs, your child's teacher will complete an injury report. The report will be given to you for review and for your signature. Your signature on the injury report form is our record that you were notified. If you have questions or concerns about your child's injury or the management by the staff, please communicate that to the preschool teacher.

If the injury is serious, we will contact you immediately according to the information on your emergency card and identification and Emergency Form (Lic 700). If a child requires immediate medical assistance, we will provide immediate first aid, then contact you. Our teachers have a current First Aid and CPR certification. Serious injuries are reported to the State Licensing on the Unusual Incident/Injury Report.

## POLICY ON TOYS AND MATERIALS FROM HOME

Parents/guardians, we ask that you please keep toys and personal belongings at home. In case, your child brings a toy or a personal belonging from home, the Washington Unified School District Early Childhood Education Program is not responsible for breakage or loss of the item(s). This applies to any belongings of the family. Personal belongings should not be left at the school.

## RAISING A READER

The Washington Unified School District Early Childhood Education Program is pleased to be able to offer our families the **Raising a Reader Program**. The program helps families establish a regular routine of daily reading aloud to their children, an important aspect of preparing children to become good readers when they enter school. **Raising a Reader Program** provides each child a red book bag with 4 books that comes home weekly for families to read each day. At the end of the program year, the children receive their own blue library bag to keep as they continue to make reading books a regular habit in their home.

## OUTDOOR PLAY

Students need opportunities to explore, experiment, expand, discover, practice and create. Outdoor play is an extension of the learning opportunities provided within the classroom. Students learn about their own physical and emotional capabilities, students learn their own limits. For example, can I slide on the sand? Children learn to adjust their balance on differing surfaces. Outdoor play allows children the opportunities to develop large motor and small motor skills and cardiovascular endurance. Preschool staff set up activities for students to learn about themselves, nature and their environment. Please dress your child appropriately to the season and include safe footwear (wear comfortable shoes-tennis shoes. Flip flops or sandals are allowed for safety reasons, closed safe footwear-safety reasons).

*Please do not forget to include a change of clothing to be left in your child's backpack, in case of an emergency. The clothing should be labeled in a Ziploc bag.*

## **TYPICAL PRESCHOOL SCHEDULE**

Teachers plan preschool curriculum for small and large group activities for indoors and outdoors. The classroom has a balance of active, quiet, and individual learning activities to promote the development and skill building for all learners.

- Greeting/Hand Washing
- Reading
- Meal Time/Breakfast
- Circle Time
- Songs, Literacy Activities
- Concept Activity
- Work Centers
- Small Group/Planning Work Activities
- Child Initiated Learning Work Activities
- Outdoor Play
- Whole Group Reading
- Dismissal

## **GUIDANCE/DISCIPLINE**

The Washington Unified School District Early Childhood Education Program maintains the philosophy of positive communication and discipline guidelines. Developmental appropriate expectations and practices are an essential ingredient to ensure a positive learning experience for every child.

A very important gift that teachers give children is help in developing self-control. Children learn self-control when rules and expectations are age appropriate and communicated clearly and consistently in a positive manner. The rules in our classrooms are kept to a minimum and established to ensure safety. Children are not permitted to hurt others, themselves, or property. When conflicts occur, teachers help children find acceptable solutions.

Interventions may include the following:

- Parent Conference
- Staff interventions and redirections
- Adjustment of hours or days of attendance for a short period to meet the child's ability to comply with safety and security requirements during transition period.
- Recommendation for parent training and/or child counseling
- Children will not be dropped due to behavior concerns, but we reserve the right to require participation in one or more of the interventions listed above in order for your child to be successful.
- A child may be removed from the program if he/she becomes a safety concern for his/herself, staff or other children in the program.

## **BEHAVIORAL EXPECTATIONS**

The program focuses on recognizing and reinforcing positive behaviors in children. In the event a child is behaving inappropriately in one area, we redirect her/him to another. We deal with discipline in an age appropriate manner fostering children's ability for self-regulation. We do this by being clear and consistent, offering choices and sometimes not paying positive attention to certain behaviors. We strongly emphasize that they use words to express their feelings. We

let them know that it is OK to be upset, but they need to express their concerns with words rather than actions such as hitting, kicking, pushing or biting. We also encourage them to independently solve problems and resolve conflicts by providing support and guidance.

**When behavior impacts safety and learning of other children, corporal punishment is strictly prohibited by the State of California for use in public school environments; hence, it is never an option for any adult participating in our programs.**

### **SAFE ENVIRONMENT**

**It is with high priority that the early childhood programs provide a learning environment that is safe. All adults that come to the Early Childhood Education Programs will treat other with respect**

**The following are examples of adult behavior that will help children to feel safe while in our preschool or toddler class.**

- **Speak in a friendly, calm voice using positive language-yelling and inappropriate language is not allowed.**
- **Allow time for your child to say good-bye**
- **Refrain from using physical punishment**
- **Inform the teacher if you see a child other than your own not following the rules, and allow preschool teachers to intervene.**
- **Smoking is not allowed on and District campus.**
- **Staff is not allowed to release children to any adult who appears under the influence of drugs or alcohol.**
- **Keep close supervision of your child in the parking lots and outside of the area.**
- **Please do NOT use cellular phones in the preschool classrooms or administration office.**

### **ADULT STANDARDS OF CONDUCT**

On a rare occasion, parents bring outside concerns to their child's school site and express their feelings in ways that may frighten the children. Please remember to refrain from loud, abusive conduct while on site or around staff and children. Any verbal or physical misconduct is a violation of the State Education Code, which protects staff and children in these situations. Specifically, we consider the following adult behaviors to be in conflict with our program philosophy. Any parent, or parent representative, who displays any one of the following behaviors, may be prohibited from participation in the program or in any child's activity.

1. No child or adult will be physically abused. This includes shaking, grabbing, hitting, pushing etc., on the school premises or at any school related activity.
2. Adults or children using abusive language will not be allowed on the premises or at any school related activity.
3. Alcoholic beverages and controlled substances will not be allowed on the premises or at any school-related activity. Prescribed or over-the-counter medication must be enclosed in a locked cabinet at all times.
4. No child will be released to anyone who appears to be intoxicated or under the influence of a controlled substance.
5. Smoking is prohibited on the school's premises or at any related activity.

## CODE OF ETHICAL CONDUCT

**Standards of ethical behavior in Early Childhood Education are based on commitment to core values that are deeply rooted in the history of our field. The teachers and administrators in the Washington Unified School District Preschool Program have committed to:**

- Appreciating childhood as a unique and valuable stage of the human life cycle
- Basing our work with children on knowledge of child development
- Appreciating and supporting the close ties between the child and family
- Recognizing that children are best understood in the context of family, culture and society
- Respecting the dignity, work and uniqueness of each individual (child, family member and colleague)
- Helping children and adults achieve their full potential in the context of relationships that are based upon trust, respect and positive regard.

## LICENSING REQUIREMENTS

The Community Care Licensing Department licensing analyst and/or funding agent evaluator shall have the authority to interview clients, including children and staff, and to inspect and audit clients or facility records without prior consent. Community Care Licensing have the authority to observe the physical condition of the client, including conditions that could indicate abuse, neglect, or inappropriate placement, and to have licensed medical professional or physical examine the client.

Parents/guardians have the right to call or write the licensing agency if fault is found in the operation of the facility or treatment of their child.

Sacramento Regional Office  
2525 Natomas Park Drive, Suite 250, MS 19-29  
Sacramento, CA 95834, 916.263.5744

## PREPARING YOUR CHILD FOR PRESCHOOL

### BEFORE THE FIRST DAY OF SCHOOL

Tell your child what he/she may expect in a school setting.

1. There will be:
  - A friendly teacher who will help the child learn and have fun
  - Other children for friends
  - Books, toys and equipment to be used and enjoyed
2. Be casual! High expectations can lead to disappointment
3. Explain, "I will be there sometimes to be with you and be a teacher helper."

### Daily

Plan sufficient time for dressing, eating and other routines to permit you and your child to arrive feeling relaxed and secure.

When beginning the program, stay with your child until he/she is willing to stay alone. The teacher may assist you in identifying when your child is less in of your presence.

Expect your child to grow in his/her own way, at his/her own pace. Normal patterns of play may be solitary play, watching others, parallel play, or cooperative play.

### **CHILD ABUSE**

The staff is responsible and obligated by law for filing a report of suspected child abuse. Therefore, if your child has had an accident, which resulted in an injury, please notify the teaching staff. If you are having serious or challenging behavior problems with your child, the staff can direct you to an appropriate support/resource in the community.

### **REFERRALS**

All of our programs respond to the health or social service needs of the families we serve. Referrals will be made or recommended to the health or social service agency in the community. Staff will conduct a follow-up with the parent. A school nurse is assigned to each site and is available to discuss with you any health/nutrition questions.

### **MEDICATION**

If medication must be administered during the hours of care, a “Medication in School” form must be completed by a physician. This form must also be completed for over the counter medications.

### **UNIVERSAL PRECAUTIONS**

Precautions are used in all situations and instances when blood or body fluids are present. The procedures followed are a part of good hygiene practices and include hand washing, wearing gloves and use of disinfectants. Most importantly, it is everyone’s responsibility to follow disease prevention techniques to assure everyone stays healthy.

### **NUTRITION**

We participate in the Federal subsidized meal program provided by the district. The meals served meet Federal Child Care Food and National School Feeding Program guidelines. This program requires that all children be offered cow’s milk, unless there is a written statement from a healthcare provider requiring another type of milk. These nutritious meals are also culturally and developmentally appropriate for the children being served. The morning State preschool class receives breakfast; the afternoon State preschool class receives lunch. The menu is posted in the classroom and also sent home monthly. Please let us know if your child has special dietary needs or food allergies that require modifications to the scheduled meals. Please visit the district website for up-to-date information on wellness and nutrition [www.wusd.k12.ca.us](http://www.wusd.k12.ca.us). Meals are served in a family style to encourage self-help and social skills. All food, such as breakfast, lunch or snack are not to be taken home. Food must be eaten in the classroom or school campus. School staff are not to save any food served from the Washington Unified School District for students enrolled in the Early Childhood Education Program who are late to school.

### **CLOTHES AND SHOES**

Students are expected to wear uniforms daily as outlined in the Washington Unified School District Uniform Policy. This includes socks and tennis/athletic type shoes every day in accordance with health and safety rules. Closed-toe shoes only (**no sandals or flip flops**).



## **Uniform Policies**

The Early Childhood Education Programs follow the dress code of the Washington Unified School District. Your child should wear the following:

- Plain white or navy blue polo shirt with collar
- Plain white blouse with collar
- Navy blue or khaki pants (dark jeans do not meet the navy blue pant requirement)
- Navy blue or khaki skirt, jumper, dress or shorts (appropriate length)
- Earrings must be post type; hoop earrings are not permitted for boys and girls due to health and safety of students.

**On days when students are not wearing a uniform, the following standards should be followed:**

- Students should wear proper fitting clothing. Baggy pants or excessively large shirts are not acceptable. (Belts must be worn if pants do not fit properly on the waist. School may provide a temporary belt if parent is not available to bring a change of clothing). Tank tops, midriff tops or any clothing exposing the body/appearing form fitting is also not acceptable.
- Shirts/jackets with explicit language or graphics will not be allowed. This includes messages related to alcohol, tobacco or drugs.
- Students must wear tennis/athletic type shoes or closed toe shoes every day. This is for student safety during recess on the playground.

**Violation of these guidelines could include:**

1. A note home to parents
2. Teacher/office calling home asking for alternate clothing
3. A parent conference

## **VOLUNTEERS AND VISITORS**

Parent volunteers are encouraged at the Early Childhood Education Preschool Programs. Interested persons will receive an orientation, including training in appropriate behavior, dress, language and confidentiality. Volunteers on school campuses are identified in two categories:

Examples of Category 1: Room parents, carnival volunteers, science fair volunteers, dance chaperones, day field trip chaperone, one time classroom volunteer/presenter, high school student volunteer/tutor. Category 1 volunteers must provide the following: completed volunteer application, TB clearance, emergency card and read the Volunteer Orientation Handbook.

Examples of Category 2: Classroom volunteers or chaperones without teacher supervision, campus monitors, club sponsors, overnight field trip chaperones, mentoring students. Category 2 volunteers must provide the following: Volunteer application, fingerprints, background check (district approved, TB clearance, emergency card, photo ID and read the Volunteer Orientation Handbook.

All visitors, including parents, must sign in at the site office and receive proper authorization to be on school grounds. Visitors may be asked by the school site staff to display their pass/badge as requested. The school site Director/Principal may deny or withdraw access to the school if the visitor willfully disrupts the orderly operation of the school; commits an act likely to interfere with the peaceful conduct of school activities; or reasonably appears to have entered

the school for the purpose of committing any such act. (Penal Code 626.4, 262.7) Visitors should make advance arrangements to meet with school staff to avoid the interruption of instructional time and work responsibilities.

### **PARENT ENROLLMENT AGREEMENT**

Please remember you signed an agreement during the registration process of the Washington Unified School District State Preschool Program.

Washington Unified School District State Preschool Program that our parent responsibilities are as follows:

- Make sure all health entry information is complete for each child. I submit a physical exam completed within the last year. All required health information must be completed within 30 day after enrollment or the child will be dropped from the program.
- Obtain proof of tuberculosis (TB) clearance for myself in order to participate in the classroom or field trips.
- Notify the Early Childhood Education Program site each day when my child is ill.
- Make every effort to have my child attend daily. Regular attendance in school is very important to my child. A doctor's note may be requested after 3 days of illness. If a child is absent from the program for ten (10) days with unexcused absences, the child will be dropped from the program.
- Each child must be signed in and out daily by the parent, guardian or parent designee (must be listed on the emergency card). If the parent designates another person to pick up the child, the parent designee must be 18 years of age or older.
- Drop off and pick up my child on time each day. This is important to my child and his/her feeling of security.
- The Child Development Department or State Licensing Agency shall have the authority to interview children, or staff, and inspect and audit child or facility records without prior consent.
- Provide statement of good health

### **CUSTODY AND RESTRAINING ORDERS**

Washington Unified School District State Preschool Program will not be responsible for enforcing visitation arrangements between parents who are separated or divorced. The Early Childhood Program will comply with court orders that restrict a legal parent/guardian from picking up your child if you provide the court order to us.

It is the Early Childhood Program policy to abide by all effective temporary restraining orders or emergency protective orders until the document is no longer in effect. A verbal or written instruction by the parent that he/she no longer wishes for the restraining order to be in effect is not sufficient. We are required to follow the directives in the court-ordered restraining order until there is a revised court order stating it is no longer effective.

**AFFIRMATIVE ACTION POLICY**

The Washington Unified School District is committed in all its activities, policies, programs, and procedures to provide equal opportunity for all to avoid discrimination against any person regardless of race, color, national origin, ancestry, religious creed, age, marital status, physical or mental disability, medical condition, veteran status, gender or sexual orientation. We understand the requirement of the Americans with Disabilities Act (ADA) to make reasonable accommodations for such children. The Early Childhood Education Program refrains from religious instruction and worship.

**WASHINGTON UNIFIED SCHOOL DISTRICT  
PARENT/STUDENT/ACKNOWLEDGEMENT FORM  
2018-2019 EARLY CHILDHOOD EDUCATION PROCEDURES, GUIDELINES AND INFORMATION  
FOR PARENTS**

Dear Parent/Guardian,

Our program annually notifies parents/guardians of their rights to services and programs offered through the Early Childhood Education Division. You must sign a notification form and return it to your children’s schools acknowledging that you have been informed of your rights. Please read the information for Parents and return the signed form below to the school. Your signature does not constitute consent to take part in any particular program

**PARENT COPY**

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WASHINGTON UNIFIED SCHOOL DISTRICT  
RECEIPT OF ANNUAL NOTIFICATION OF INFORMATION FOR PARENTS

I acknowledge, with my signature below, the receipt of the required annual notification of parent/student rights on behalf of my child.

Please PRINT the name, birth date, school and grade of your child.

STUDENT’S NAME: \_\_\_\_\_

Birthdate \_\_\_\_\_

School \_\_\_\_\_

Grade \_\_\_\_\_