

Welcome to Early Care and Education

State Funded Part Day Center Based Program Handbook

Santa Barbara County Education Office
welcomes your family to our Center-based programs.

Our Mission

Early Care and Education programs provide resources, leadership, expertise, and high-quality service in the areas of early education, child development, and school readiness to the children, parents, and the community of Santa Barbara County.



Our Philosophy

CHILDREN GO FURTHER WITH EARLY EDUCATION!

- In providing a staff whose attitudes and practices are supportive of all cultures, ages, roles, skills, and other human diversities.
- Each child and family served brings with them unique values, abilities, strengths, interests, and needs.
- Each child and their family deserves individualized resources and services
- Each child is a whole being with integrated social, emotional, cognitive, physical, and creative needs.
- Early childhood education in a safe, healthy, secure, affectionate, and developmentally appropriate environment supports each child to develop to his/her fullest potential, and to become lifelong learners, contributing adult citizens and members of a world community.

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Santa Barbara County Education Office Locations

Lompoc Office

(805) 735-2064
104 South C St. Ste H
Lompoc, CA 93436

Santa Barbara – Hope Office

(805) 964-4711 X4409
3970 La Colina Rd Santa Barbara, Ca
93110
ece@sbceo.org

Part Day State Preschool Center Locations

DeColores State Preschool Lic # 421711813

(805) 742-2455
AM: 8:00 - 11:00 PM: 12:00 - 3:00
decolorespresch@sbceo.org

Clarence Ruth School
501 North W Street, Room 1, Lompoc, CA
93436

Los Alamos State Preschool Lic # 426207285

(805) 344-1024
AM: 8:00 – 11:00
losalamosprek@sbceo.org

Olga Reed School
480 Centennial Street Rm 1, Los Alamos, CA 93440

Just for Kids State Preschool Lic # 426216381

(805) 742-2104
AM: 8:00 - 11:00 PM: 12:00 - 3:00
justforkids@sbceo.org

Fillmore Elementary School
1211 E. Pine Ave Lompoc, Ca 93436

Santa Ynez State Preschool Lic # 426207286

(805) 686-7317 PM: 12:00- 3:00
santaynezprek@sbceo.org

College School
3525 Pine Street Room 2 Santa Ynez, CA
93460

La Honda State Preschool Lic # 426207287

(805) 742-0433
AM: 8:00 - 11:00 PM: 12:00 - 3:00
lahondastatepre@sbceo.org

La Honda Elementary (Located Behind)
608 E. Central Ave, Lompoc, CA 93436

Young Learners State Preschool Lic # 426215064

Classroom A #37 (805) 742-2229
Classroom B #44 (805) 742-3760

AM: 8:00 – 11:00 PM: 12:00 – 3:00
younglearnerspreschool@sbceo.org

La Canada School
621 West North Ave, Room 37 and 44, Lompoc, CA
93436

Learning Place State Preschool Lic # 426205362

(805) 742-2077
AM: 8:00 – 11:00 PM: 12:00 - 3:00
learningplaceprek@sbceo.org

Crestview (on VAFB)
VAFB Utah Ave, Room K1, Lompoc, CA 93437



Full Day State Preschool Center Locations

Early Steps to Learning Lic # 426211780

Full-Day Site Operating 7:45 am – 4:30 pm

(805) 742-2575

earlystepstolearning@sbceo.org

320 North J Street, Room 14
Lompoc, CA 93436

Infant/Toddler & Cal-Safe Programs

Lompoc Cal-SAFE/Baby Steps

Lic # 426214479 Lic # 426214480

Site Operating 7:45 am – 4:30 pm

(805) 742- 3134

lompoccalSAFE@sbceo.org

320 North J Street, Room 13
Lompoc, CA 93436

Santa Maria Cal-SAFE

Lic # 426215141 Lic # 426215099

Site Operating 8:00 am – 4:00 pm

(805) 925-2567 ext.1830

smcalSAFE@sbceo.org

Santa Maria High School
829 South Lincoln
Santa Maria, Ca 93454

Our Cal Safe Programs provide education and support services assisting pregnant and parenting students to continue their education.



Part Day Program Eligibility

Participants must provide documentation of eligibility in **1** or more of these eligibility categories:

Child is Recipient of Child Protective Services or Child Identified as At-Risk

- Documentation of Monthly Income **AND**
- Referral Letter

Child has Exceptional Needs

- Documentation of Monthly Income **AND**
- Individual Family Services Plan (IFSP) **OR**
- Individualized Education Program (IEP)

Family Experiencing Homelessness

- Documentation of Monthly Income **AND**
- Referral Letter **OR**
- Parental Declaration of Homelessness

Current Aid Recipient

- Documentation of CalWORKs Cash-Aid
(Example: Notice of Action | Receipt of Cash-Aid | Verification of Benefits)

Approved Neighborhood School Boundary

- Self-Certification of Income **AND**
- Verification of Home Address (Example: Utility bill | Property tax bill | Voter registration | Rental/lease agreement | Government agency letter | Pay stub)

Receiving Benefits from Governmental Program

Medi-Cal, CalFresh, California Food Assistance, California Special Supplemental Nutrition Program for Women, Infants and Children (WIC), Food Distribution Program on Indian Reservation, Head Start or Early Head Start.

- Enrollment Documentation, such as Notice of Action | Receipt of Aid | Verification of Benefits **AND**
- Copy of Governmental Program Application **OR**
- If not available, Self-Declaration of Income as declared on the program application

Income Eligibility

Guardian or Foster Parent(s):

- Documentation of Monthly Income (For child and their related siblings)

Biological or Adopted Parent(s):

- Authorization to Release Employment Information (if applicable) **AND**
- Parent Notification: Requirement to Report Income Over Threshold
- Documentation of Monthly Income (ALL sources for ALL parents in family)

Regular & Steady Income: Total countable income from either month of the 2-month window immediately preceding certification

Fluctuating or Inconsistent Income: Total countable income from 12 months immediately preceding certification



Admission Priorities

Enrollment Priorities for 5% of funded enrollment:

5% of preschool enrollment is set-aside for children with exceptional needs

Note: Only child in family who has exceptional needs may be enrolled under this eligibility criteria

Enrollment Priorities for 95% of funded enrollment:

First: Child is recipient of Child Protective Services or At-Risk of being neglected, abused or exploited

Second: Once the needs set aside is filled, Child with exceptional needs from income eligible family (Enroll in income ranking order)

Third: Eligible children not enrolled in Transitional Kindergarten. Prioritize children with the lowest income ranking first.

If 2 or more children are within the same ranking prioritize dual language learners, then based on the child who has been on the waiting list for the longest time.

Fourth: Family income is not more than 15% above income threshold. Prioritize exceptional needs children, then 4 year olds, then 3 year olds. (limited to 10% of funded enrollment)

Fifth: Family resides in approved neighborhood school boundary. Prioritize based on income ranking order.

Sixth: Children enrolling in CSPP to provide expanded learning & care to Transitional Kindergarten or Kindergarten pupils (must meet an eligibility criteria)

Maximum Income 4th Priority

Family Size	Total Countable Monthly Income
1-2	8,291
3	9,377
4	10,857
5	12,594
6	14,331
7	14,657
8	14,983

Please Note: Income Ceiling changes annually



Maximum Income 2nd, 3rd & 6th Priorities

Family Size	Total Countable Monthly Income
1-2	7,209
3	8,154
4	9,441
5	10,952
6	12,462
7	12,745
8	13,029

Duration of Services

Eligibility timeline starts on the date the agency representative signs the application for services certifying that eligibility & if applicable need criteria has been met.

Once a family establishes eligibility, they will remain eligible & receive services for the remainder of the program year AND for the following program year, as long as child is age-eligible

Enrollment Process

1

First step to access services is contact our Lompoc Office at 104 South C St Suite H Lompoc Phone (805)735-2064 ext 100 to be placed on our waiting list

2

Based on admission priorities, we will contact families and inform families of the documentation needed for enrollment and schedule an enrollment appointment.

3

Bring all required documentation to your scheduled enrollment appointment. We will review documents and verify eligibility. The enrollment appointment will take about 30-45 minutes.

Enrollment Documentation Checklist

Income Eligibility Verification (any of the following for both working parents in the home)

☐ Check stubs verifying income for the month of: _____

If paid :

- **Weekly:** 4 check stubs paid in the month
- **Every 2 weeks:** 2 check stubs paid in the month
- **Twice monthly:** 2 check stubs paid in the month

☐ Employer letter with verification of gross monthly income, rate of pay, days and hours (If needed)

☐ Public Cash Assistance amount for the month of _____

☐ Student loan (living expenses)

☐ Unemployment income for the full month of _____

☐ Child support for the month(s) of _____

☐ Self-employment income documents for the month(s) of _____

Family Size Documentation

☐ Birth Certificates for your children under 18 years of age, if 18 must show proof of enrollment in high school

☐ Proof of Guardianship

Proof of address (any of the following)

☐ Utility bill

☐ Rental agreement

☐ Any mail showing name and address

Child Information

☐ Copy of child's immunization records for enrolling child

☐ Copy of child's Medi-Cal card-number

☐ Copy of child's IEP (**If applicable**)

☐ Copy of child's most recent physical or due within 30 days of child's first day of enrollment

Countable and Non-Countable Income

Countable Income is income of individuals counted in the family size that shall be included when calculating the adjusted monthly income for purposes of determining income eligibility and family fees.	Non-Countable Income is income of individuals counted in the family size that shall be excluded when calculating the adjusted monthly income for purposes of determining income eligibility and family fees.
<ol style="list-style-type: none"> 1. Gross wage or salary, commissions, overtime, tips, bonuses, gambling or lottery winnings 2. Wages for migrant, agricultural, or seasonal work 3. CalWORKs cash aid 4. Gross income from self-employment less business expenses with the exception of wage draws 5. Disability or unemployment compensation 6. Worker's compensation 7. Spousal support, child support from the former spouse or absent parent, or financial assistance for housing costs or car payments paid as part of or in addition to spousal or child support 8. Survivor (i.e., SSA) and retirement benefits 9. Dividends, interest on bonds, income from estates or trusts, net rental income or royalties 10. Rent for room within the family's residence 11. Financial assistance received for the care of a child living with an adult who is not the child's biological or adoptive parent 12. Veteran's pension 13. Pension or annuities 14. Inheritance 15. Allowances for housing or automobiles provided as part of compensation 16. Insurance or court settlements for lost wages or punitive damages 17. Net proceeds from the sale of real property, stocks or inherited property 18. Other enterprise for gain 	<ol style="list-style-type: none"> 1. Earnings of child under eighteen (18) years 2. Loans 3. Grants or scholarships to students for educational purposes 4. Federal Supplemental Assistance Program (CalFRESH/SNAP) or Women, Infants and Children (WIC) benefits or other food assistance 5. Earned Income Tax Credit or tax refund 6. Foster care grants, payment or clothing allowances for children placed through child welfare services 7. Relative Caregiver Funding Program 8. California Guaranteed Income Pilot Program 9. GI Bill entitlements, hardship or hazardous duty, hostile fire or immediate danger pay 10. Adoption assistance payments 11. Non-cash assistance or gifts 12. All income of any individual counted in the family size who is collecting federal Supplemental Security Income (SSI) or State Supplemental Program (SSP) benefits 13. Insurance or court settlements including pain and suffering and excluding lost wages and punitive damages 14. Reimbursements for work-required expenses that include uniforms, mileage, or per diem expenses for food and lodging 15. Business expenses for self-employed family members 16. When there is no cash value to the employee, the portion of medical and/or dental insurance documented as paid by the employer and included in gross pay 17. Disaster relief grants or payments, except any portion for rental assistance or unemployment 18. AmeriCorps Volunteers In Service to America (VISTA) and Federal Emergency Management Agency (FEMA) stipends, room and board, and grants

Note: Verified child support payments paid by the parent whose child is receiving child development service may be subtracted from family's countable income

Group Sizes

Infant (Birth to 18 Months)	Toddler (18 Months to 36 Months)	Preschool (36 Months to Kinder)
1 adult for every 3 infants	1 adult for every 4 toddlers	1 adult for every 8 preschoolers

Adult to child ratios are planned for in advance and followed for each age group based on the Title 5 regulations.



Staff Qualifications

Our goal is to implement a staff development program that adequately equips each staff member with the information necessary to carry out his or her assigned duties.

Professional development is a priority for the individuals working with children and families. All teachers hold the appropriate child development permit and attend ongoing trainings related to child development.

Program Self-evaluations

Our goal is to implement an effective annual program self-evaluation process.

The annual self-evaluation process includes:

- Assessment of the program by parents using the Desired Results Parent Survey
- Assessment of the program by staff and board members using the Program Monitoring Instrument, Desired Results Developmental Profile, and Environmental Rating Scale tools

Based on the results of the program self-evaluation, goals and action steps are developed and implemented.

Education Program

Our goal is to ensure all children are making progress in the domains of physical, cognitive, language, and social - emotional development.

Our goal is to provide a program approach that is developmentally, linguistically, and culturally appropriate. A program that is inclusive of children with special needs and children who are dual language learners.

We use an assessment called the Desired Results Developmental Profile (DRDP) to assess the development of children

- Assessed within 60 days of enrollment & every 6 months
- Parent's input is a necessary component of this assessment
- Assessment outcomes are used to plan and conduct age and developmentally appropriate activities for children

Physical development is supported by:

- Promoting physical activity
- Providing sufficient time to move within the indoor and outdoor spaces
- Providing equipment, materials and guidelines for active play and movement

Social/Emotional development is supported by:

- Building trust
- Planning routines and transitions so they can occur in a predictable and unhurried manner
- Help children develop emotional security and facilitate social relationships

Cognitive & Language skills are supported by:

- Various strategies, including experimentation, inquiry, observation, play and exploration
- Providing opportunities for creative self-expression through activities such as art, music, movement and dialogue
- Promoting interaction and language use among children and between children and adults
- Supporting emerging literacy and numeracy development



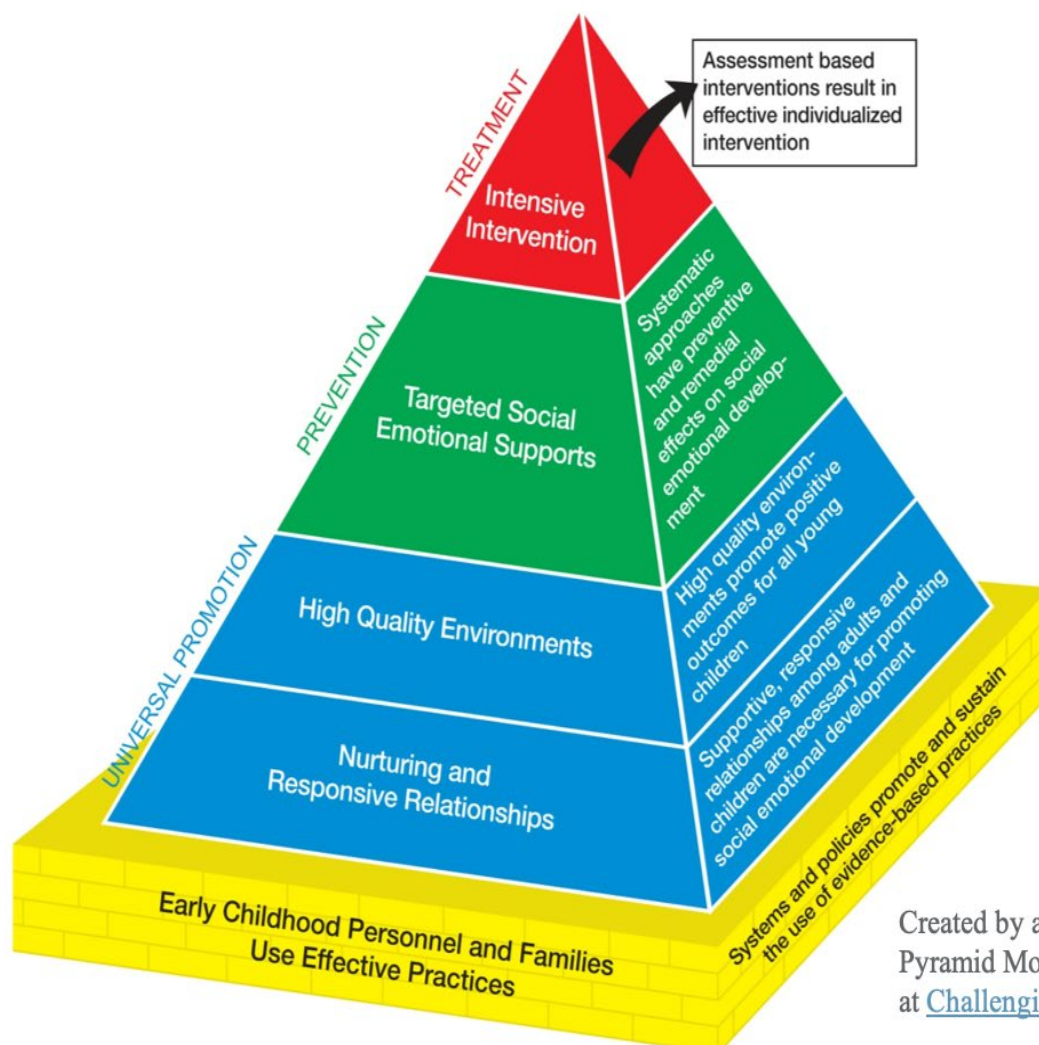
Discipline & Guidance

The Teaching Pyramid approach provides a systematic framework that promotes social and emotional development, provides support for children's appropriate behavior, prevents challenging behavior, and addresses problematic behavior that interfere with learning opportunities and expectations.

Rules and limits are set to keep the children safe and help them get along with other children and adults. Positive methods of guidance and re-direction is used with a big focus on social-emotional development to help children gain social skills that allow them to relate and communicate with others in a healthy way.

Staff work to build a positive relationship with every child. Every effort will be made to handle challenging behaviors through redirection, problem solving, re-arrangement of the environment, and staff - parent collaboration. Open-communication with each other is key.

There will be no use of corporal punishment or violation of personal rights.



Created by and available from the National Center for Pyramid Model Innovations (NCPMI) at ChallengingBehavior.org

Suspension or Expulsion

Our program prohibits or severely limits the use of suspension and expulsion because of a child's behaviors. In addition, the program can not persuade or encourage a child's parents or legal guardians to voluntarily unenroll from the program due to a child's behavior.

The program will take many steps to address a child's challenging behaviors, with the goal being to aid the child's safe participation in the program.

In the event a child is suspended or expelled due to persistent and serious behaviors that impact the safety of children, the program will issue a Notice of Action effective 24 hours after the notice is issued.

Persistent and serious challenging behaviors are either repeated patterns of behavior that significantly interfere with the learning of other children, or interactions with peers and adults that are not responsive to the use of developmentally appropriate guidance.

A parent has the right to file an appeal directly to the State Department no later than 14 calendar days after receipt of the Notice of Action. Note that the child may not attend the program during the appeal process. The appeal must be filed directly to:

For California State Preschool Program (CSPP) submit appeal to:

Mail: California Department of Education (CDE) | Early Education Division

Attn: Appeals Coordinator

1430 N Street, Suite 3410

Sacramento, CA 95814

Email: ELCDAppeals@cde.ca.gov

Telephone: 916-322-1273

Fax: 916-323-6853

NOTE: For further information regarding steps taken to address a child's challenging behaviors, please talk with your child's Teacher





The Early Learning Matters (ELM) Curriculum, developed by Purdue University, promotes positive outcomes in all areas of development from birth to age 5 years. It is based on the latest research on child development and best practices in early education and care. ELM offers a comprehensive, developmentally appropriate approach to meaningful learning for all children.



We use Zoo-phonics to supplement our letter instruction. Zoo-phonics is a kinesthetic, multi-modal approach to learning on phonics and phonemic awareness



Second Step is our social emotional curriculum. Second Step helps our littlest learners harness their energy and potential by teaching them to:

- Listen
 - Pay attention
 - Manage their behavior
 - Get along with others
-



LANGUAGE
LEARNING
— PROJECT —

At enrollment, you will complete a family language survey, identification of your child as a dual language learner in CSPP means that your child will benefit from additional support from the program to develop their home language and English language skills. Language Learning Project (LLP) is based on innovative practices to support young Dual Language Learners including Personalized Oral Language(s) Learning (POLL) strategies, which are concrete approaches that support learning in all environments for children birth to five years of age.

Environment

Our goal is for each of our classrooms to achieve a minimum average score of “Good” on each subscale of the Environment Rating Scale tool. This scale is completed by site staff. Site staff work collaboratively to develop and take action steps to improve outcomes for any subscales below a “Good” rating.

In addition, our environments are set-up to encourage exploration and discovery as a way of learning, enabling children to develop confidence, creativity, and lifelong critical thinking skills.



Nutrition

Our goal is to ensure children have nutritious meals and snacks during their time in the program. Meals and snacks that are culturally and developmentally appropriate and meet the federal Child Care Food Program nutritional requirements.

- Mealtime is a learning experience for our children. It's a time for talking about color, taste, texture, the name of foods, and where produce comes from; including school gardens. It is an opportunity for practicing manners by watching adults and socializing with other children.
- Balanced nutritious meals include breakfast, lunch and an afternoon snack. Monthly menus are posted on the bulletin board. Candy, gum and soda are not allowed in the classroom!
- Meals vary based on hours of operation. Part-day preschool provide only snacks.



If your child has any food allergies or cannot eat certain foods for religious or personal reasons, please notify the teacher immediately.

Health and Social Services

Our goal is for families to know where to access community health and social services to meet their unique family needs.

A Family Needs Assessment form is completed at the time of enrollment and annually thereafter. This form helps to identify the needs of both the child & family, so that the child may be successful in care and school.

Based on the responses of the assessment, staff provide parents with referrals to other agencies in the community. In addition, staff follow-up with parents to ensure their needs have been met.



Parent Involvement



Our goal is to provide a welcoming environment for families and invite them to participate as equal partners in the education of their children. We have an **open-door** policy, and we welcome parents to volunteer in the classroom, we will continue to follow state and local public health guidelines to maintain the safety of students and staff. If you would like to volunteer in the classroom, please talk to your child's teacher.

Opportunities to participate include, but are not limited to:

- **Parent/Teacher conferences** are held twice per year. Conferences provide an opportunity for parents to collaborate with the teacher to develop goals for their child.
- **Monthly Parent meetings.** Meetings provide an opportunity to learn about child development, share topics identified in the parent survey, and parenting strategies. This provides a great time to network with program staff and other parents.
- **Parent Advisory Committee** meetings provide an opportunity for parents to provide input on the nature and operation of the program and support fundraising opportunities.
- **Volunteering in the Classroom** We encourage families to volunteer in the classroom once a month for 3 hours. This helps families learn more about their child's education and how they can support their child's development at home. If a family is unable to support during class hours, they may contact the teacher to find creative ways to support the classroom.

Daily Health Screening & Exclusion

To help prevent the spread of children's diseases, including Covid -19, staff will conduct a daily wellness check upon children's arrival. The person bringing the child to the center must remain until the wellness check has been completed and the child is accepted. **Children may be excluded from entering the facility if they are showing any signs or symptoms** associated with a communicable disease or illness.

Please Note: If your child is not able to fully participate meaningfully in indoor and outdoor activities or if staff cannot provide the appropriate care for you child without compromising the health and safety of other children , for example, if staff need to constantly wipe child's nose or child coughs uncontrollably without covering their cough, we may request that the child is picked up and suggest that your child stay home until they can participate in normal daily activities. **Please keep your emergency card current.**

***Illness policies are subject to change based on local health orders and/or guidance from state and county public health departments.**

Please ask your child's teacher for a copy of our current illness policy



Medication

If your child needs to take medication, a staff member may only give it to your child if your doctor provides written instructions. If your child is taking prescribed medications that must be given during class, you and your doctor must complete and submit an authorization form first.

Medications must be in the original container with your child's name on the pharmacy label. Always give medications directly to the teacher and do not leave it in your child's bag.

General Policies

Field Trips

Field trips have an educational purpose that are incorporated into the classroom activity plans prior to going on the trip as well as after the field trip occurs. Children are expected to attend fieldtrips but are only allowed to participate in field trips with parent's written consent.



Emergency Plans and Emergency Closures

Each center's emergency plan is posted in the classroom and emergency drills are conducted monthly. Should there be an emergency or emergency closure at your child's school site you may be notified by one of the following ways:

- ParentSquare
- Arriving at the preschool and receiving a written or verbal notice
- Receiving a phone call or text message from teacher, coordinator, or other program staff

Clothing and Items from Home

Many activities in our centers involve messy play with paint, sand, mud, and water. A very important part of your child's experience in the classroom is exploring a variety of materials and we want the children to feel free to participate. Your child should dress in comfortable and washable clothes. Shoes must be always worn. Tennis shoes are a great option.

Please send a change of clothes for your child in case of a spill or accident. If your child is toilet training, please provide more than one set of extra clothes.

Please discuss your ideas for sharing home materials with your child's teacher ahead of time. Toy guns and knives are not allowed in the center. The center is not responsible for any lost or damaged personal items. Please do not send your child to school with jewelry.

Toilet Training Policy

Mastering toilet training is a milestone in child development. You and your child's teacher will work together to develop a plan that will help you and your child during the toilet training process.

While at school, children will be encouraged and supported as they learn to attend to their toileting needs themselves, by pulling down their own clothing, wiping themselves, and pulling up their clothing. Staff will assist children when necessary. While children are at home, children should continue to attend to their own toileting needs to maintain consistency from home to school.

General Policies

Lead Poisoning Prevention:

Currently, there is no known safe level of lead in the body. It is important for parents to become aware and knowledgeable about lead poisoning and preventative measures.

Lead poisoning can potentially become a serious illness that can cause various health concerns in children such as:

- Anemia
- Decreases in intelligence quotient (IQ)
- Behavioral problems
- Decreased auditory function
- Slowed growth

It is important for parents to understand preventative measures by:

Knowing the sources of lead exposure such as:

- Interior/exterior paint
- Soil
- Drinking water (e.g. private well)
- Folk remedies
- Parental occupations (e.g., construction, plumbing, battery manufacturing)

Proper nutrition such as:

- Calcium rich foods (e.g., milk, yogurt, cheese, leafy green vegetables)
- Vitamin C foods (e.g., fruits and vegetables)
- Iron rich foods (e.g., red meats, beans, iron fortified)

Early and Periodic Screening, Diagnostic and Treatment (EPSDT), states that children should undergo clinical diagnosis and assessments that would account for a blood lead level (BLL) count during 12 and 24 months of age in order to measure lead toxicity. Assessments should be given to children at six and nine months of age and thereon after up to the age of six years old.

If a BLL count is $\geq 5 \mu\text{g/dL}$, treatment should be followed upon physician's instructions in order to eliminate lead toxicity. Local public health officials may also assist in finding any lead exposure in surrounding areas of the child's residence for any hazards.



Children under the age of six years old are more vulnerable to being exposed to lead.

Classroom Celebrations

The Early Care and Education Program embraces diversity and believe it enriches our curriculum. Centers may celebrate some holidays and special occasions, except when religious preferences prohibit celebrations.

Birthdays

Birthdays are a special event for children. Early Care and Education programs acknowledge children's birthdays except when religious preferences prohibit celebrations.

To adhere to district policies regarding student wellness, our program **prohibits** edible treats that have little nutritional value. Parents can provide a HEALTHY snack for the classroom and will be encouraged to let staff know a week ahead of time if they will be providing a healthy treat..

Recommended Foods	Foods to Avoid
Fruit/Cheese kabobs Fresh Fruit 100% Frozen juice bars Banana Pops Yogurts pops	Cupcakes Candy Cookies Potato chips Doughnuts Fruit punch Soda Marshmallows

End of Year Celebrations

End of year celebrations may be celebrated to commemorate the closing of a school year. End of year celebrations should not be referred to as graduations. End of year celebrations are to be planned by the teaching staff and Parent advisory committee. The PAC is the only committee that can raise funds for any classroom event, field trips, and classroom celebrations. Please read the following guidance thoroughly:

- Staff cannot purchase ANY decorations or food for classroom celebrations with classroom budget funds. All decorations and food must be purchased using PAC funds ONLY.
- PAC will decide on whether or not graduation gowns and caps are going to be worn and if so, how they will plan on fundraising for both AM and PM sessions so that each individual child will have a cap and gown.
- We CANNOT require families to buy their own caps and gowns.

Classroom Celebrations

Acknowledging or celebrating holidays can be useful in building connections between school and families. However, holidays also pose a range of challenges to ensuring that all children, families, and staff feel respected and to children learning about diversity of families. We encourage you to communicate with teaching staff about classroom celebrations or events and make a plan with teaching staff about how to manage birthday or classroom celebrations if your family does not celebrate birthdays or holidays.





An inclusion classroom is a general education classroom where students with and without learning differences learn together. Inclusive classrooms are welcoming and support the diverse academic, social, emotional, and communication needs of all students. When inclusion is done well, everyone in the class benefits. It strengthens the ability of all kids to work together, understand and value different points of view, think critically, and be successful learners.

All of the classrooms in our program are inclusive, however, at our Young Learners State Preschool, Decolores, and Santa Ynez State Preschool, our Early Care and Education staff and special education staff work together to support the needs of all students in the classroom.

Attendance

Attend today, achieve tomorrow Your child's regular attendance matters...



Infant/Toddler

Time to develop stable, nurturing relationships. A healthy attachment base is the cornerstone for life long learning.



Preschooler

Time for building the social, emotional, cognitive & language skills necessary for school readiness.



Elementary

Time to develop reading skills needed to transition from "learning to read" to "reading to learn"



Middle or High Schooler

Time to develop strategies to become independent, build future dreams & habits for college and/or the workforce.



Adult

Time to land a great job. Good attendance, dependability & work ethic are valued above all other soft skills.

Absent 2 days per month = Absent 24 days per year
= Your child's learning is 1 month behind their peers!

**Don't let your child miss-out on the
skills needed to be successful in school & life**

Children are **expected to attend early care and education services based on their established schedule.**

Regular and consistent attendance is important. It allows the family to maximize the benefits of the child's early learning and care experience.

Unnecessary disruptions in services can stunt or delay social-emotional & cognitive development while safe, stable environments allow young children the opportunity to develop the relationships & trust necessary to comfortably explore & learn from their surroundings.

By making your child's attendance a priority, you will be taking an important step in supporting your child's school success and setting a good foundation.

Absence Policy

When a child is absent from regularly scheduled care at any time during the month the participant must report the absence to staff and confirm the absence in MSign with a full legal signature. Absence types are as follows:

Excused Absence:

- Illness of child or parent/guardian, ailment, communicable disease, injury, hospitalization, or medical appointment
- Court ordered visitation for time spent with a parent or relative as required by law. (Court order must be on file)

Family Emergencies for unplanned situations that are temporary in nature that may include:

- Court appearances, social service appointments, special education meetings when child is required to attend
- Death of a family member living in the household
- Counseling appointments for child
- Car accident on your way to and from school
- hospitalization of a family member living in the household
- no transportation (must be temporary in nature) if car is inoperable, alternative transportation should be arranged
- illness of sibling

Best Interest Days (maximum of 10 days per program year between July 1-June 30):

Parent determines that another activity is better for the child to attend, such as:

- Visiting relative or close friend
- Vacation time with family
- Child attending a party
- Family moving
- Religious observance, holiday or ceremony
- Personal or family business



Unexcused Absence:

- Child did not feel like coming to school
- Parent or child overslept
- Any absence not falling in the excused absence category
- Absences exceeding 10 “best interest” day limit
- Abandoned care (No show or contact for 30 consecutive days)

Abandonment of Care

The program does not allow families to be enrolled in a program if they are not using services. Your child(ren) will be disenrolled when there has been no communication with the center for 30 consecutive calendar days.

Late Pick-up:

- If a child is picked up late chronically, SBCEO reserves the right to impose a late fee.
- If a child is not picked up within 60 minutes, CPS or law enforcement will be contacted.

To report an absence: Please call your site to report an absence or you can send a personal message to your child’s teacher through ParentSquare

Drop off and Pick up Policies

Authorized Pick up from the Center

Only the parent, or those designated on the emergency card, may pick up a child from the center. It is the parent's responsibility to keep the emergency card always updated.

A child cannot be released to a person who places a child at risk. If the parent or other authorized person is obviously under the influence of alcohol or drugs, the child will not be released.

Pick up by an older sibling (under 18 years of age) may be approved at the discretion of the site supervisor/teacher. The parent/authorized representative must complete a transportation agreement.



Child Supervision during Drop off and Pick up

Supervision is everyone's responsibility, so in addition to our staff, parents must also use active supervision techniques to ensure our environments are safe.

Parents must:

- Ensure gate and door is closed and secured.
- No Cell Phone policy when dropping off/picking-up your child. This can be distracting. Give your child your undivided attention.
- Ensure your child is signed in and out every day with your full legal signature and exact time.
- Hold your child's hand in the road and parking lot.
- Encourage children to follow safety rules.
- Report safety and supervision concerns **to staff immediately**. Please do not confront the child or parent directly.

MSign – Our Digital Attendance Application

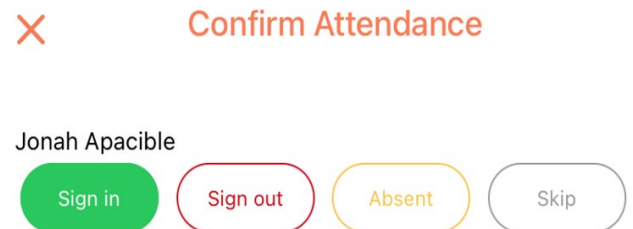
Msign is a digital attendance application that records information via electronic signatures. Each adult that is listed on your child's emergency card will be given a unique PIN number to use when dropping off or picking up your child. When you arrive at your child's site, there will be an iPad available, or you can use your cell phone to open the school sites QR code.

Step 1- You will be greeted with a PIN screen where you can enter your unique PIN code, then press the "GO"



Step 2- After pressing "GO", you will be asked to confirm your attendance selection for your child to return

When **sign in** is selected, **(green bubble)** this means you are signing in your child.



When **sign out** is selected, **(red bubble)** this means you are signing out your child

Step 3- After you have confirmed your attendance selections, you must sign to submit the attendance selection. Your signature is proof of authorized pick up or drop off. **A full legal signature is required, we cannot accept initials**





ParentSquare

Stay connected with your child's teacher using our communications tool -- ParentSquare. This will streamline communications from your school and teachers to keep you informed and connected this year.

ParentSquare provides a safe way for our coordinator, teachers, staff and parents to receive important school and teacher communication -- all in one place.



ParentSquare Tips for Parents

1 Activate Account

Click the link in your invitation email/text or sign up on ParentSquare.com or via the ParentSquare app.

2 Download App

It's easy to stay in the loop with the ParentSquare app. Download it now from the App store or Google Play.

3 Set Preferences

Click your name in the top right to visit your account page and set your notification and language preferences.

4 Get Photos & Files

Click 'Photos & Files' in sidebar to easily access pictures, forms and documents that have been shared with you.

5 Appreciate Posts

Click 'Appreciate' in your email/ app or website to thank a teacher or staff for a post. Teachers love the appreciation.

6 Comment or Reply

Click 'Comment' in app or website to privately ask a question about the post that your teacher or school sent.

7 Participate

Click 'Sign Ups & RSVPs' in the sidebar to see available opportunities. Click bell on top to check your commitments.

8 Join a Group

Click 'Groups' in the sidebar to join a group or committee at your school to participate or to stay up-to-date.

9 Find People

Click 'Directory' in the sidebar to find contact information for teachers and parents (not available at all schools).

10 Get in Touch

Click 'Messages' in the sidebar to privately get in touch with staff, teachers and parent leaders.



Disenrollment Policy

When a family chooses to disenroll from the program, they are required to notify the program in writing at least 2 weeks in advance of the last day of attendance

Families will be issued a Notice of Action at least 19-days if mailed or 14-days if hand delivered prior to disenrollment from the program. The program may deny services or disenroll a family for any of the following reasons, which include, but are not limited to:

- Falsification or providing misleading information or inaccurate documentation
- Knowingly misrepresenting eligibility, using incorrect or inaccurate information to obtain a benefit that the parent would otherwise not be entitled to receive
- Non-compliance of the program policies
- Abandoned childcare for 30 consecutive days without notice. The program does not allow families to be enrolled in the program if they are not using childcare.
- Failure to adhere to Child Attendance Success Plan
- Failure to provide current and correct information at the time of certification or recertification
- Failure to use certified care as agreed upon
- Delinquency in the payment of family fees
- Failure to complete attendance claims accurately and on a daily basis
- Incomplete or inaccurate attendance record
- Falsification of or refusal to sign attendance record
- Family income exceeds the maximum income threshold
- Misrepresentation of income and/or eligibility
- Failure to keep appointments
- Unavailability of program funds. If it is necessary to displace families due to funding, families will be displaced in reverse order of admission priority.
- Threatening, yelling, using profanity, or acting unethically towards any staff member.
- Violation of the Safe School & Harassment policy. Our office and childcare facilities are alcohol, drug and weapon free zones

Grievance/Complaint Procedures

Complaints Regarding Program Staff

Program staff work to ensure that you and your family have a positive experience in the program. If you have concerns that are not complaints of unlawful discrimination or alleged violations of laws/regulations and would like to make a complaint, please follow the escalation process, so that concerns can be addressed and resolved in the correct manner.

Level 1:

Complaint is brought to the attention of the Teacher.

Level 2:

If complaint is not resolved by the Teacher, it is brought to the attention of the Supervisor.

Level 3:

If complaint is not resolved by the Supervisor, it is brought to the attention of the Coordinator Tisha Carlon 805-770-9709

We strive to ensure your family has positive experience in our program.

General Policies

Code of Ethical Conduct:

All families must commit to demonstrate the following core standards/values during all interactions while enrolled in our program:

- Communicate effectively in a calm manner
- Be courteous
- Maintain order
- Show respect of others
- Take responsibility for own actions
- Be punctual
- Respect the dignity, worth, and uniqueness of each individual present at the center
- Respect diversity
- Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect



Safe School & Harassment Policy:

The following behaviors will not be tolerated and are **prohibited** at any of our facilities and may result in disenrollment:

- Behavior which threatens the safety, welfare or morals of others
- Under the influence of and/or possession of alcohol, marijuana or drugs
- The possession of any weapon, look alike weapon (toy), or any object which ejects whether functional or not
- Behavior which would cause, attempt, threaten, or conspire to cause damage to personal or real property or person through arson, burglary, extortion, larceny (stealing), criminal mischief, battery (hitting people), assault (making a person fearful of hitting), harassment (threat to commit an illegal act), sexual harassment, sexual intimidation, hazing (actions intended to endanger or embarrass others.)
- Use of obscene and profane language.



Suspected Child Abuse:

Our staff are mandated reporters. The safety and well-being of your child always comes first. State law requires that staff report known or suspected instances of a child abuse to Child Protective Services or to local police officials. This abuse includes physical abuse, sexual abuse, emotional abuse or neglect.

If you or someone in your family wants to learn different ways to guide and discipline your child or to handle anger without hurting your child, please talk to your child's Teacher or Enrollment Specialist.

There are resources available to help you, at no charge



Uniform Complaint Procedure

Complaints of unlawful discrimination and alleged violations of federal or state laws, or regulations governing educational programs may be addressed by filing a complaint using the Uniform Complaint Procedures. The Uniform Complaint Procedure policy and Uniform Complaint form are available at our Lompoc Office.



Sexual Harassment Policy

The County Board of Education and the County Superintendent of Schools are committed to maintaining a safe school environment that is free from harassment and discrimination. The County Board of Education and the County Superintendent of Schools prohibit, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The County Board of Education and the County Superintendent prohibit retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

Program Complaints (Disagree with Notice of Action)

Notice of Action – Parent Appeal Process

Parents enrolled in a State funded program have the right to a fair and unbiased hearing if they disagree with a proposed action. Upon receipt of an on-time request for an appeal hearing, the intended action will be suspended and child care services will continue until the appeal process has been completed. The review process is complete when the appeal process has been exhausted or when the parent abandons the appeal process. The Appeal Hearing process is as follows:

Step 1: Request Hearing

The procedure to request an appeal hearing is outlined on the back of each Notice of Action received by parents. Request for an appeal hearing must be filed within 14 calendar days after the participant receives the Notice of Action (NOA). A request must include the effective date of the NOA, parent name, telephone number, full address, explanation why the parent disagrees with the agency's action and date the request is signed. The request for hearing may be submitted by mail, in person, phone or e-mail to:

Santa Barbara County Education Office
Attention: Bridget Baublits
4400 Cathedral Oaks Road, P.O. Box 6307
Santa Barbara, Ca 93160-6307
Telephone (805) 964-4711
Bbaublits@sbceo.org

Step 2: Schedule Hearing

Within 10 days of receiving a parent's hearing request, the parent will be notified of the time and place of the hearing. To the extent possible, the hearing date and time will be convenient for the parent(s). The hearing shall not be scheduled more than 14 calendar days from the date the hearing officer contacts the parent to schedule the hearing. In the event that a parent or parent's Authorized Representative cannot keep the scheduled hearing date/time, the parent must notify the Hearing Officer in advance of the hearing date/time. A parent may request to re-schedule the hearing date one 1 time.

Note: At any reasonable time, including before a hearing, a parent has the right to review the data file

Step 3: Conduct Hearing

The hearing will be conducted by an administrative staff person who shall be referred to as "the hearing officer." Hearings will be conducted at Santa Barbara County Education Office. In the event that a parent is unable to attend the hearing at the designated location accommodations will be arranged and agreed upon between the parent and hearing officer. For any hearing not conducted in person, verification of parent identity will be required, along with prior submission of support documentation. The hearing will be audio recorded. During the hearing, the parent or Authorized Representative will have an opportunity to provide support documentation and explain the reasons that you disagree with the proposed action indicated by the referenced NOA should not be carried out.

This will be a formal hearing, and the parent must comply with the directions of the hearing officer during the course of the hearing. Failure to comply with directions will result in the hearing being ended and the contested action being taken. A parent designating an Authorized Representative to be present must inform SBCEO in writing prior to the hearing. Please do not bring people to the hearing unless they are a designated Authorized Representative. No children are allowed to be present during the hearing.

If parent fails to appear, it will be deemed that the parent has abandoned their appeal and care will end immediately.

Step 4: Hearing Decision

Hearing officer will send notification in writing, of the decision within 10 calendar days after the hearing. If parent disagrees with the written decision, they have 14 days from the date of the written decision to file an appeal with the California Department of Education (CDE), Early Education and Support Division (EESD) located at 1430 N Street, Suite 3410, Sacramento, CA 95814. The appeal to CDE must include a written statement specifying the reasons the parent believes SBCEO's decision was incorrect, a copy of the decision letter and a copy of both sides of the NOA. Within 30 calendar days after the receipt of the appeal, EESD will issue a written decision to you and the agency. Once EESD has rendered a decision, the decision is final.

Refrain from Religious Instruction

Our programs refrain from religious instruction & worship.

Confidentiality

The use or disclosure of any information maintained in the basic data file concerning children and their families is limited to purposes directly connected with the administration of the program. No other use of the information will be made without prior written consent or through a subpoena. Participants shall have access to information in their basic data file within 5 business days after the program receives a written request.

Equal Access/Non-Discrimination Statement

No person will be subjected to discrimination, or any other form of illegal bias, including harassment. We give equal access to services without regard to sex, sexual orientation, gender, gender identification, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

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

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at www.ascr.usda.gov/filing-program-discrimination-complaint-usda-customer and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov.

USDA is an equal opportunity provider, employer, and lender.





Resources



Program Forms, Pay Family Fees, and Handbooks

Available at school sites or our Lompoc Office
104 South C St. Ste. H
Lompoc, CA 93436

Helpline

2-1-1 provides referrals to hundreds
of resources
Call 2-1-1 or go online at 211.org

Child Care Resource & Referral Program

Links parents to licensed child care providers
South County (805) 963-6631
North County (805) 925-6701

We look forward to serving your family!