

qwertyuiopasdfghjklzxcvbnmqw
ertyuiopasdfghjklzxcvbnmqwert

Dual Immersion Full Fee Parent Handbook

Early Childhood Education Center
2046 N. Allen Ave. Altadena, CA 91001
Telephone: (626) 396-5762 Fax: (626) 798-7738
www.pusd.us

Revised 2017

klzxcvbnmqwertyuiopasdfghjklz
xcvbnmqwertyuiopasdfghjklzxc
nmqwertyuiop



asdfghjklzxcvbnmqwertyuiopasd
fghjklzxcvbnmqwertyuiopasdfgh
jklzxcvbnmqwertyuiopasdfghjkl
zxcvbnmqwertyuiopasdfghjklzxc

Table of Contents

Welcome Letter	3
Mission Statement	4
Our Program	5
Eligibility and Program Requirements	5
• Child Eligibility	
• Eligibility Documentation	
• Health Requirements	
• Immunizations	
• Health Checks	
• Medication	
Program Fees	7
• Dual Immersion Preschool Half day	
• Payments	
• Subsidy	
• Absence and Vacation	
Program Philosophy	8
• Overview	
• Desired results Developmental Profile (DRDP)	
• Early Childhood Environmental Rating Scale (ECERS) and School-Age Environmental Scale (SACERS)	
• Sample of daily class schedule for Full day, Half day and school age programs.	
• Instructors' responsibilities	
Program Guidelines.....	11
• Nutrition	
• Personal Items	
• Clothing	
• Parking Regulations	
• Clothing	
• Parking Regulations	
• Special Occasions	
• Emergency Procedures	
• Licensing	
• Late Pick-up policy	
• Field Trips	
• Mandated reporting	
• Open door policy	
• Nondiscrimination	

- Worship and Religious education
- Change in status

Parent/Guardian Responsibilities and Involvement..... 14

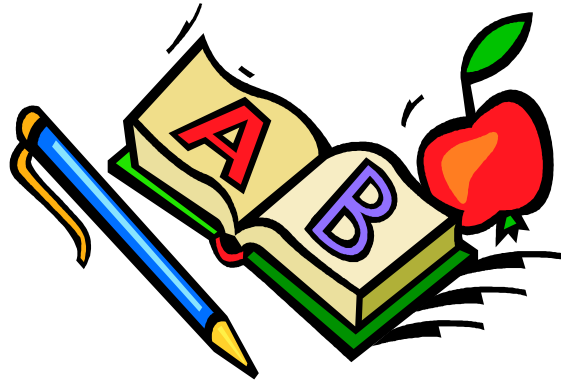
- Parent/Guardian Orientation
- Parent/Guardian-Teacher conference
- Parent/Guardian Advisory Committee (PAC)

Uniform Complaint Procedure..... 16

Discipline and Safety 16

Termination of Services 18

Acknowledgement..... 19



Dear Parents/Guardians:

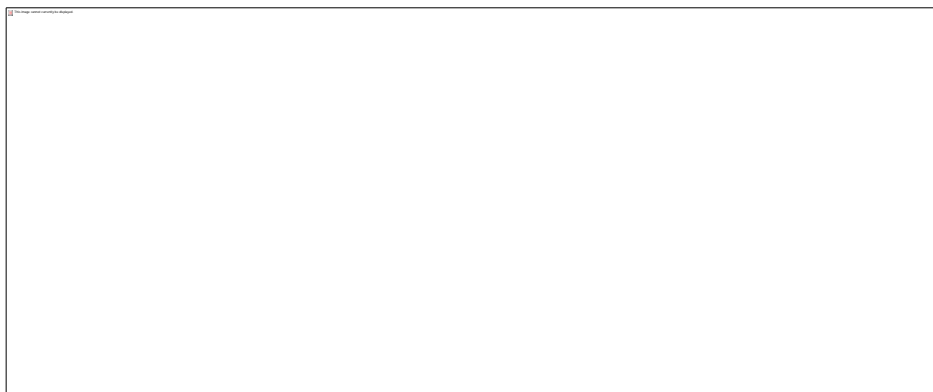
Welcome to the Pasadena School District Dual Immersion Preschool Program. We offer high-quality child development programs by providing a safe and nurturing environment that promotes the physical, social, emotional, creative, linguistic, and cognitive development of each child through developmentally and culturally appropriate practices while responding to the needs of the child and his or her Parent.

All staff members are looking forward to sharing this special time of development with your child. Our staff is committed to fostering positive self-esteem in children through modeling responsive listening skills, teaching effective ways to solve issues, and encouraging and supporting your children through these very important educational experiences.

We are pleased to present the Parent Handbook to you. It is designed to explain our program and policies to all the families participating in our program. Please read it carefully and as always, we welcome your comments and suggestions. Together, we can make this year an exciting and challenging one for your child.

We are looking forward to building a wonderful and successful school year with all the children and their families! Together we will create meaningful experiences for our children in preschool and at home

Children are the living messages we send to a



Mission Statement

The mission of Pasadena School District's Preschool Program adheres to the view that children learn best when they are involved as initiators and active participants in their own learning. During preschool hours, students will learn Spanish or Mandarin through research based curriculum that prepares them for the Pasadena Unified Elementary Dual Immersion Program. Students are provided the opportunity to become bilingual, bi-literate, and culturally aware in Spanish or Mandarin. Caring high quality teachers instruct the students 100% in Spanish or Mandarin throughout the preschool session. Educational Assistants are available to assist the students in English.

The program staff will also provide an environment that is physically and emotionally safe, nurturing and one that promotes exploration and experimentation for all children. Children will have the opportunity to participate in both structured and unstructured activities that foster development in the areas of socio-emotional development, language and literacy, cognitive and creative development.

- Social/Emotional & Physical Development of Motor Skills

We believe that learning takes place when children have the opportunity and freedom to interact with objects and people in their environment. They will have the opportunity for expression of ideas and use of their whole bodies in imitation and self-created dramatic acting and dance. Children will also gain experience in developing their social skills with their peers and adults through a variety of interactive activities including running, jumping, climbing, and balancing in structured and unstructured outdoor activities throughout the day.

- Language, Literacy and English Language Development

Language development is integrated into all areas of the curriculum. Our preschool instructors will read to children, teach songs and rhymes, perform finger plays, and discuss and explore educational topics that are age-appropriate on a daily basis. Our instructors will also provide many opportunities for the children to speak and be heard and will respond consistently and positively to all communicative intent.

- Critical Thinking Skills/Cognitive Development/Mathematics

Learning in content areas such as reading, math, social studies, and science are integrated into the program through meaningful, active exploration with blocks, sand, food, music, art, and observations of seasons, animals, and other natural phenomena. Children are given the freedom to explore the various learning activities and interest centers that correlates to the monthly themes and weekly topics.

- Creative Arts

Children are provided with an opportunity for creative development through art activities, music and movement and dramatic play. Creative activities will focus primarily on the children's individual experience and process rather than the end product. Activities that encourage an appreciation of each child's differences are incorporated into the daily program design.

- Parent Involvement

The program also recognizes the parent/guardian as their child's first teacher and supports the cultural values of each Parent by providing a non-biased curriculum. We encourage all parents/guardians to join in partnership with the child's instructor towards serving the needs of the whole child.

Our Program

Preschool Program

The PUSD Child Development Program offers a Spanish Dual Immersion Preschool Program at San Rafael and at Jackson Elementary. A Mandarin Dual Immersion Preschool Program will be offered at Field Elementary.

Spanish Dual Immersion Preschool Part Day (FULL FEE Part Day-Part year)

San Rafael offers two sessions. Morning session operating hours will be Monday through Friday from 7:45am – 10:45am and afternoon session will be Monday-Friday from 11:45p.m. – 2:45p.m.

Jackson operating hours will be Monday-Friday from 11:45am-2:45pm (afternoon only).

Jefferson operating hours will be Monday-Friday from 7:45am-10:45am (morning only).

Field Mandarin Dual Immersion Preschool operating hours will be Monday-Friday from 8:40am-3:10pm

Extended Care for the Mandarin preschool hours will be Monday-Friday from 3:10pm-5:45pm

Programs will operate 183 -184 days a year following traditional school calendar. Program will emphasize on school readiness by creating learning opportunities for students in language arts, mathematics, science, and physical and social-emotional development. Emphasis is placed on pre-literacy and pre-mathematical skills and concepts.

Eligibility and Program Requirements

Child Eligibility

To participate in the PUSD Dual Immersion Preschool program, children must meet the age criteria and must also be a resident of California. Priority will be given to students who are 4 years of age and belong to the Pasadena Unified School District.

Enrollment in Spanish Immersion Preschool does not guarantee placement in the Elementary School for Kindergarten. It is the parents' responsibility to follow the district procedure for the school application process.

Eligibility Documentation

Proof of age Eligibility such as birth certificates, official medical documents or official documents from another county, must be provided and must be on files with the provider.

Health Requirements

Each child is required to have a complete medical examination submitted prior to or within 30 calendar days of enrollment and shall not be more than one year old. The exam is to be completed by a licensed physician and is to provide the following:

- A record of infectious or contagious diseases that would preclude care of the child by The Agency.
- Results of a TB test or verification on physical that no risk factors are present.
- Identification of any special problems and/or needs.
- Identification of any prescribed medications.
- Ambulatory status of child.
- Dietary restrictions and allergies.

Immunizations

The California Code of Regulations states that no child shall be allowed admission who does not meet the vaccine/immunization requirements.

Health Checks

It is California State Law that teachers give each child a daily health check upon arrival at the child development center. Instructors are unable to accept children with contagious diseases or other serious health problems. Please allow a few minutes every morning for a short examination and be prepared for other child care arrangements if we are unable to accept your child. It will be helpful if you check your child every morning before coming to school as the following conditions may temporarily exclude him/her from participation at the center:

- | | |
|---------------------------------------------|---------------------------------------------------|
| * Fever | * Pink eye (eyes closed shut due to mucous) |
| * Injuries which could require medical care | * Impetigo, Ringworm |
| * Head lice | * Rash that would indicate a communicable disease |
| * Cold, runny nose | * Vomiting and/or diarrhea |

Medication

Prescribed medication may be administered by designated school personnel only when the designee has received written statements from both the student's authorized health care provider and the parent/legal guardian. If the parent/guardian so chooses he/she may administer the medication to his/her child. In addition, the parent/guardian may designate another individual who is not a school employee to administer the medication to the student supported by a written notice from the parent/guardian.

Payments

1. A yearly enrollment fee and reenrollment fee for a break in service during the program year will be charged.
2. Fees are due on the **first day of attendance**. **No adjustments are made for days not attended**. The student will not be admitted to the program unless the weekly (monthly for preschool) fee is current. Payment must be made on the first day of attendance each week/ month. The District reserves the right to refuse child care services until all outstanding fees have been paid. This in accordance with the agreement signed by the parents/guardians upon enrolling the student in the program. The Child development Programs do not have credit arrangements.
3. A service fee will be charged for any check returned for any reason. This payment must be made by money order only. If a second check is returned, *all future monthly fee payments must be made by money order only*.
4. It may be necessary to take legal action to collect delinquent fees after a thirty (30) day advance written notice has been given/sent to the parents/guardians.
5. All fees must be paid weekly/monthly whether the student(s) attend or are absent.
6. Upon written request and approval of the Director, a refund may be issued for overpayment of fees. Please note that there will be no refunds for any annual registration or field trip fees.
7. Fees are subject to change with a thirty (30) day notice.
8. Reenrollment is required annually.
9. Child care services are provided during the summer, winter, and spring break periods. However, at centers located at schools that follow the traditional school calendar, child care services are generally provided at selected centers during break periods.
10. Parents/guardians need to **keep their canceled checks** for tax purposes, as **no other records** can be furnished.
11. Please retain this Federal ID Number for tax preparation purposes: #95-6002372.



Subsidy

There are limited subsidy slots available for low income families in the Spanish Dual Language Immersion Preschool Programs only. CDE, CDD eligibility criteria –the state wait list and ranking chart is used along with family size and income to identify qualifying families.

Absences/Vacation

All fees must be paid weekly/monthly whether the student(s) attend or are absent.

1. Parents must notify the teacher if their child will be absent.

2. Upon return to the Center after an absence, parents must complete an absence report.
3. After the student has been absent for five (5) days with no communication from the parent/guardian and the Center staff has made every effort to contact the parent/guardian, the Parent's child care services may be terminated.

Program Philosophy

Overview

Our Dual Immersion Preschool Program is administered by Pasadena School District and staffed by a team of qualified instructors who have been approved by the State's Credential Commission to provide preschool instruction to children between the ages of three-five year olds. Our team of instructors are experienced early childhood educators and participate in a continuous program of educational development through in-services and professional organizations.

The program provides one lead instructor and two assistants for each 24 children enrolled. Trained instructional assistants and parent volunteers assist in classrooms under the direction of the lead instructors. Prior to their child's enrollment, parents/guardians and other volunteers must have a Tuberculosis (TB) clearance on file in the Child Development Office and Preschool classrooms in order to participate in Preschool activities.

The program includes various activities in the following developmental domains:

- Social/Emotional
- Physical Development of Large and Small Motor Skills
- Critical Thinking Skills/Cognitive Development
- Creative Arts
- Language Development



The program also complies with State-required components of:

- Assessment of the Child and Their Environment
- Parent/Guardian Monthly Meetings and Education Workshops
- Staff Development
- California Preschool Foundations

California Preschool Curriculum Foundations

The California Department of Education and State Superintendent of Public Instruction Jack O'Connell formally released the California Preschool Curriculum Foundations. There are 3 volumes of the preschool foundations, covering 9 domains. The *California Preschool Learning Foundations, Volume One* covers Social-Emotional Development, Language and Literacy, English-Language Development, and Mathematics. The *California Preschool Learning Foundations, Volume 2* covers Visual and Performing Arts, Physical Development, and Health. The *California Preschool Learning Foundations, Volume 3* covers the domains of History-Social Science and Science. Additional information on the Volumes can be found on the following website: <http://www.cde.ca.gov/sp/cd/re/pn>.

Desired Results Developmental Profile - (DRDP)

Our State Preschool Program follows the regulations stipulated through the CDE which requires implementation of the Desired Results structure consisting of the following six basic components

- Children are personally and socially competent
- Children are effective learners
- Children show physical and motor competence
- Children are safe and healthy
- Families support their children's learning and development
- Families achieve their goals



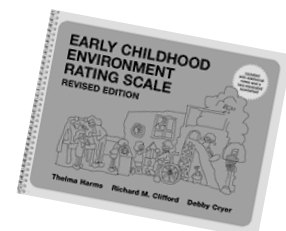
The DRDP (2015) is based on the previous DRDP instruments. It includes refinements made over the past several years and new elements that are essential to quality early childhood education. The DRDP (2015) is made up of eight domains (approaches to learning—self regulation, social and emotional development, language and literacy development, English language development, cognition: math, cognition: science, physical development—health, history and social science, and visual and performing arts). The focus of each domain is on the acquisition of knowledge, skills, or behaviors that reflect each domain's developmental constructs. It aligns with the CDE's Early Learning and Development Foundations.

Early Childhood Environmental Rating Scale (ECERS) and School-Age Environmental Scale (SACERS)

Our Dual Immersion Preschool Program also utilizes the Early Childhood Environment Rating Scale, Revised Edition (ECERS) which provides an overall picture of the surroundings that have been created for the children and adults who share a Preschool setting. The ECERS consists of 43 items that assess the quality of the Preschool environment including use of space, materials and experiences to enhance children's development, daily schedule, and supervision.

This 43 item scale covers the following seven categories:

- Personal Care Routines
- Space and Furnishings
- Language-Reasoning
- Activities
- Interactions
- Program Structure



- Parents and Staff

SAMPLE PART DAY PRESCHOOL

Time	Activity
7:45am-8:00am	Arrival
8:00am-8:30am	Large Group
8:30am-9:05am	Recess time
9:05am-9:15am	Hand washing/restrooms
9:15am-9:35am	Small Group Activity
9:35am-10:05am	Free Choice
10:05am-10:15am	Music and Movement
10:20am-10:45am	Lunch time/dismissal time

Instructors' Responsibilities

The Preschool Instructor is responsible for creating a developmentally-appropriate learning environment that meets the diverse needs of the students and participating families in order to establish a positive partnership between home and school. Preschool Instructors are to assist children and parents/guardians in activities which support development in language, math, art, science, social, safety and health skills in order to build a strong foundation for school readiness.

- Provides developmentally appropriate learning experiences in language development, large/small motor development, mathematics, reading readiness, literacy, art, dramatic play, music, nutrition, health and safety.
- Creates a classroom environment that is appropriate to maturity and interest of students.
- Develops reasonable and specific rules of classroom behavior and procedures to maintain order in the classroom.
- Develops daily instruction that offers a range of developmentally-appropriate activities by utilizing District-adopted curriculum and State-adopted foundations.
- Performs, maintains, and completes State-required assessments, documentation and records within a timely manner.
- Provides individual and small-group instruction designed to meet the needs of all students.
- Plans and coordinates work of assistants, parents/guardians, and volunteers in the classroom and on field trips in order to obtain maximum learning benefits.

- Establishes parent/guardian Monthly Parent Meetings to develop parent/guardian education programs, activities and services which promote: Parent literacy, parent/guardian education, parent/guardian participation and involvement in children’s education activities.
- Communicates effectively on a regular basis with parents/guardians in order to strengthen parental knowledge of individual needs of students through Parent-Teacher Conferences and individual sessions as requested by parents.
- Offers support to parents/guardians in child development, parent-child interaction, sibling interaction, school-readiness activities, and Parent literacy activities

Program Guidelines

Nutrition

Monthly meal menus are posted in each classroom and are distributed to all families. A nutritional supplement is provided to enrolled children free of charge.

Children who have been medically diagnosed as being allergic to certain foods will be served a nutritious replacement for that portion of the menu. Parents/guardians must provide medical documentation to the lead instructor at their assigned site, who will then notify the cafeteria manager. A copy of this form shall be placed in the student’s file in the office and at the site.

Our Preschool Program, in accordance with the Federal and State Wellness Laws, adheres to the following Wellness Policy: Instructors shall limit celebrations or parties that involve food during the school day. Food items brought to school for special occasions/events are to be commercially prepared and packaged. **Food prepared in a home may not be offered.** Birthday celebrations involving food items and beverages shall not be consumed in class. We suggest for families to provide muffins instead of a birthday cake along with and/or individually wrapped snacks for children to take home. Families may also send “goody bags” or individually wrapped treat bags for each student in class to be sent home at the end of the day.

List of Suggestions for Healthier Food Alternatives

- | | | |
|----------------|--------------------|---------------------------|
| • Gatorade | • Popcorn | • Jerky |
| • Milk | • 100% Fruit Juice | • Raisins |
| • Sports Drink | • Breakfast Bars | • Trail Mix |
| • Water | • Fruit | • 100 Calorie Snack Packs |
| • Granola Bars | • Vegetables | |

Personal Items

Since there are many interesting toys and games available at school, we ask that children leave their personal belongings such as candy, gum, toys, money, balloons, and/or jewelry at home. This will eliminate problems with ownership, breakage or loss.

Clothing

Children should be dressed in clean, comfortable, safe, and washable clothing including shoes while at school. Play and learning in the Preschool Program involves materials such as paint, water, and glue, which may get on children’s clothing.

Children must wear shoes that allow them to climb and run safely. No open-backed shoes or sandals, no slick-bottomed boots or shoes such as dress shoes (heels of shoes should be no higher than one inch) will be

permitted. Shoes should fit properly (not too big for child so they slip off). Coats, jackets, sweaters, etc., should be clearly marked (usually on the inside collar) with the child's full name to prevent loss or confusion over duplicates.

Parking Regulations

Many schools have limited parking. Families are encouraged to allow for additional time when dropping off and picking up children at school. Arrive to school early each day and avoid the morning and dismissal rush. Families are highly encouraged to arrive at least fifteen minutes early before the start of school. Children must be supervised by families at all times before school starts. Do not block other cars or access ways. If you park across the street from the school, you must walk your child across the street. Watch for all children when driving in the school vicinity.

Emergency Procedures

In case of an emergency occurring at school due to sudden illness or accident, the parent/guardian will immediately be notified. **It is the responsibility of the child's Parent to notify the Child Development Office at (626)396-5762 of any changes in your child's emergency form.** In the case of less serious injuries, the staff will document the injury and place a copy in the child's record and notify the parent/guardian or authorized adult on the emergency card with the nature of the injury when the child is picked up from class. In the event of an actual site emergency, Preschool classes follow the instructions of the Program Director. Emergency Procedures are posted in your child's classroom. Preschool students participate in monthly fire and or disaster drills. Because emergency phone numbers and/or addresses are very important, parents/guardians are responsible for making sure the child emergency information on file is current and correct at all times. Please notify the Child Development Office, of any changes in your child's emergency form.

Licensing

The Department of licensing agency shall have the authority to interview children or staff; and to inspect and audit child or facility records without prior consent. The licensee shall make provisions for private interviews with any child(ren), or any staff member and for the examination of all records relating to the operation of the facility. The Department of licensing agency shall have the authority to observe the physical condition of the child (ren) and facility in which our program operates.

LATE PICK-UP Policy

Families must adhere to their contract hours. Late arrivals will be given a late arrival slip. Children must be picked up before the closing time of your center. Parents' are required to record the time shown on the clock that is present in the classroom as the official time. If someone else is picking up your child, it is still your responsibility to have him or her arrive by the closing time of the classroom. It is always recommended that you phone your classroom to let the staff know if your child will not be attending or arriving late. This will assist in reducing the stress and worry for everyone!

Field Trips

One of the most valuable learning methods for children is for them to visit a new place and discuss what they see with their peers. Children will participate in walking field trips within the Pasadena community throughout the year. A signed release form from parents/guardians is required upon enrollment in order to participate in the field trips. Occasionally, a school bus or a city bus field trip will be planned. You will be notified in advance. Your child must be in the classroom at least 30 minutes before all trips to attend that trip.

If you arrive at the site less than 30 minutes prior to the field trip departure time, you are responsible for your child for the day. You cannot drop your child off nor pick him/her up from any field trip site. Every possible precaution will be exercised to assure the safety and welfare of your child.

A mandatory and non-refundable fee of \$25 will be charged for all children enrolled in a preschool program. Payment is to be collected on day of registration. No cash payment will be accepted. Your enrollment can be delayed if payment is not received within the indicated time frame resulting in your spot not being reserved.

Mandated Reporting

By law, all Preschool instructors are to inform Child Protective Services (CPS) of any and all suspected cases of child abuse, neglect and/or child endangerment.

Open Door Policy

We have an open-door policy that encourages parent/guardians to participate in the daily activities whenever possible. When visiting the classroom, parents/guardians shall be respectful of the children's routines and programmed activities. Parent must also first obtain clearance from the Early Childhood Education office prior to visiting classroom. Please see page 13 for additional information and requirements.

Nondiscrimination

The program does not discriminate on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, in determining which students are served. The program:

- welcomes the enrollment of students with disabilities,
- understands the requirement of the Americans with Disabilities Act (ADA) to make reasonable accommodations for such students, and
- Implements those accommodations.

Worship and Religious Education

We believe it is important to model and teach values such as concern and respect for all people. We feel that it is the parents'/guardians' responsibility to provide religious instruction of their choice. Our program refrains from religious worship and instruction.

Change of Status

The Child Development Office must be notified promptly of any changes in the parents/guardians address, telephone number, or changes on the **Student Information Card**. An updated card will be requested at the beginning of each school year.

Parent/Guardian Responsibilities and Involvement

Parent/guardian involvement is an important and a required component for our Program. Studies of pre-school programs indicate that children whose parents/ guardians become involved in their education make

greater developmental progress. Your involvement is an important contributing factor to your child's development and growth.

- Parent/guardian must supervise their child until the child has been signed in and accepted by the instructor.
- Parent/guardian or designee is asked to participate in the classroom and other activities as planned by lead instructors.
- Parent/guardian must attend monthly parent meetings throughout the year.
- Parent/guardian must attend two parent conferences as scheduled during the school year.
- Parent/guardian or any adult classroom volunteer must be immunized against; 1. Influenza, 2. Pertussis, and 3. Measles. and must have a Tuberculosis (TB) clearance on file in the Early Childhood Education Office and Preschool classrooms in order to participate in Preschool activities.
- Immediately notify the instructor of any change in address and/or telephone numbers.
- Provide two emergency adult contacts other than the parents/guardians and update this information as needed.
- Send children bathed and well groomed to school in clean, casual clothes and shoes for school activities.
- When a child is absent, contact the school giving specific illness (cold, measles, etc.) or other reason. Absences are excused when the child is ill, and/or for medical appointments. All children should make every effort to attend all required days.
- Encourage and support your child's growth and development by providing a regular healthy and safe home routine and seeing that he/she is bodily, emotionally, and intellectually ready for school each day.
- Parents/guardians working in the classroom as volunteers or visiting must wear appropriate clothing and footwear (no halter tops or revealing clothing).
- Parents/guardians coming to leave a child or pick-up a child must wear appropriate clothing and footwear as above.
- Parents/guardians must always use appropriate language with staff, children and other parents/guardians.
- Cell phones are to be set in the silent mode, turned off or left outside when parents/guardians are in the classroom.

Parent/Guardian Orientation

Parents/guardians must attend an orientation prior to their student beginning class where the Program Director along with lead instructors explain the handbook and provide an overview of the program. Parents/guardians must sign an acknowledgement form at the conclusion of the orientation.

Parent/Guardian-Teacher Conferences

In order for the center to offer the best educational program for the children, each lead instructor will schedule conferences to review the results of the ongoing developmental tool. Instructors will discuss your Child's Developmental Process including their strengths, what they are currently working on, and how all parties can help your child learn and develop during class and at home.



Parent/Guardian Advisory Committee (PAC)

The PAC is made up of a parent/guardian staff representative from each school site. The PAC meets a minimum of three times a year and minutes will be recorded and available for all parents to review. The District will send letters informing parents when these meetings will occur throughout the year. The purpose of the meetings is to provide information about your child's preschool, upcoming events, and provide opportunities for parents/guardians to share mutual concerns, parenting tips, and issues during the Open Forum time. All parents are encouraged to attend the meetings as well as special functions at their child's program site throughout the year. The parent education program presentations are based upon Parent needs assessments and the Parent interest form that was completed at Back-to-School Night/Parent Orientation.

When forming a PAC, the following procedures can be followed:

- develop goals and objectives;
- plan meetings to keep parents informed and involved in the overall evaluation of the program;
- include parents in decision-making and participation in the self-evaluation process with administration providing leadership, direction, and a clear and appropriate structure for committee input;
- plan and implement parent education workshops/training sessions to address the needs of families and to support student achievement;
- provide parents with resources to use at home in order to complete homework along with all other learning activities; and,
- Continue to provide meetings at different times and places to encourage more parents to attend.

Uniform Complaint Procedure

The Board of Trustees recognizes that the district is responsible for ensuring that it complies with state and federal laws and regulations governing educational programs. The District shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs, and special education programs.

Discipline and Safety

Discipline in the classroom is a procedure to teach children appropriate behavior with the goal for each child to develop self-control. Instructors are trained to assist children through redirection, positive reinforcement, and behavior management techniques. At no time will any form of discipline or punishment be used or permitted that violates a child's personal rights. Staff is to ensure that each child is treated with dignity and respect in a safe and comfortable environment.

Instructors are to inform parents/guardians of their class discipline policies which provide the child several opportunities to gain self-control. Teachers are to establish, explain, post and regularly review class rules with the children and classroom volunteers. Rules are designed to be developmentally appropriate to meet the needs of the children. Instructors are to include the parent/guardian in the plan for individual children who require additional assistance in behavior needs.

Hurtful behavior, such as hitting, kicking, biting and/or throwing objects at other children and adults is unacceptable behavior. A child having difficulty in the above areas will be reminded and redirected. The teacher will schedule a conference with the parent/guardian to discuss the child's behavior and together set reasonable goals. The teacher will notify the parent/guardian of the following steps if the behavior continues. (See Behavior Contract Form

All families must follow the guidelines mandated by the California Department of Education (CDE) along with the Pasadena Unified School District rules and policies on discipline. All parents/guardians and students must demonstrate appropriate behavior and follow reasonable rules of conduct.

The Pasadena School District Child Development Program reserves the right to terminate services at any time when families have violated any of the stated guidelines indicated above.

Termination of Services

Child Care Services may be terminated under the following conditions:

- 1) **Excessive absences.** Excessive absences are defined as:
 - More than the allowable regulation of 17 days per fiscal school year.
 - More than five days per month for illness (excused absence) unless illness is of a serious nature requiring a doctor's attention.
- 2) **Behavior by an adult** or child that is disruptive or dangerous to the program, staff, other parents and/or other children enrolled in the program.
- 3) **Failure to complete** required forms necessary for enrollment, re-registration, or recertification in a timely manner.
- 4) **Failure to report changes** in address or telephone numbers.
- 5) **Failure** to sign child in or out using full legal signature, on the official sign in/out form.
- 6) **Failure to take action** to correct and/or update a sign-in sheet for your child.
- 7) **Endangering the child** in any manner such as unsafe transportation to and from the program (example, putting the child on the handlebars of a bicycle) or arriving to pick up the child in an intoxicated state or smelling of alcohol and refusal of the parent to take corrective action.
- 8) **Not providing an adult designee** to come into the program to drop off/ pick up, sign the child in and out and refusal to take corrective actions.
- 9) **Failure to keep current** all emergency information.
- 10) **Failure to pick up child** before the contracted hours of care.



Pasadena School District Child Development Program

I/We have received and agree with the policies and regulations provided in the Parent Handbook for Pasadena School District's Child Development Program. As a parent/guardian, I/We will work in partnership with the Child Development Staff to ensure my child achieves a successful experience.

Child's Name

Parent's/Guardian's Signature

Date