



Ocean View
School District

Child Development Programs

Early Learning Preschool Programs

Parent Handbook

- **State-funded Preschool Program**
- **Tuition-based Preschool Program**

Oak View Preschool
17131 Emerald Lane
Huntington Beach, 92647

Westmont Preschool
8251 Heil Ave
Westminster, 92683

College View Preschool
6582 Lennox Drive
Huntington Beach, 92647

"Making Connections for a Bright Future"

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Table of Contents

	Page Number
Welcome to OVSD's Early Learning Preschool Program	5
Our Philosophy	5
Our Goal	5
OVSD's Early Learning Preschool Program	6
Health and Safety	10
Health Exclusion Letter	11
Ouch Report Sample	12
Child Guidance Policies	13
Personal Items Requirements	15
Admission Requirements	16
Daily Schedule	17
Fees & Program Sessions	19
California State Preschool Program	20
District Map Preschool Location Map	32

Important Information and Telephone Numbers

Coordinator, Child Development Programs	Sue Broderson
Department Secretary Bilingual	Adriana Boyer
Community Liaison Bilingual	Teresa Gomez
Senior Account Clerk	Raissa Soyangco
Preschool Office Hours	8:00 a.m. – 4:00 p.m.
Preschool Operating Hours	7:00 a.m. – 5:30 p.m.
Preschool Office Telephone Number	(714) 843-6938
Ocean View School District Office Telephone Number	(714) 847-2551

Ocean View School District Website

www.ovsd.org/preschools

You may select Preschool Programs in OVSD from the Quick Links area of the district website. You will find important information such as the parent handbook. You will also be able to contact us via email. Oak View Preschool, Westmont and College View also have preschool pages on their school websites.

Early Learning Preschool Locations:

Oak View Preschool
17131 Emerald Lane
Huntington Beach, CA 92647
714-843-6938

College View Preschool
6582 Lennox Drive
Huntington Beach, CA 92647
714-847-3505

Westmont Preschool
8251 Heil Ave.
Westminster, CA 92683
714-847-3561

WELCOME TO OCEAN VIEW SCHOOL DISTRICT'S EARLY LEARNING PRESCHOOL PROGRAM

OVSD's Early Learning Preschool Program is a high-quality preschool program for children ages 3-5 years. Our students are provided with age and developmentally appropriate learning activities based on the *California Preschool Learning Foundations*. The preschool utilizes the "World of Wonders" Pre-K Program, which is aligned with the Ocean View School District's adopted curriculum. The preschool program is licensed by the State of California Health and Welfare Agency, Department of Social Services.



Our Philosophy

Ocean View School District is committed to the vision of every child entering school ready to learn. OVSD's Early Learning Preschool Program provides 3 to 5 year-old children a developmentally appropriate preschool program. Each child will be provided with enrichment opportunities to develop his/her cognitive, social, emotional, physical, linguistic and creative abilities.

Our Goal

OVSD's Early Learning Preschool Program students will develop school readiness skills (intellectual, social-emotional, language, physical and creative) to prepare them to enter kindergarten ready to access the curriculum.

Governance

The OVSD's Early Learning Preschool Program is located at Oak View State Preschool with classrooms at Westmont Elementary School and College View Elementary. It operates under the supervision of Ocean View School District's Superintendent and is governed by the Board of Trustees. The program adheres to all Board Policies and Administrative Regulations.



OVSD'S EARLY LEARNING PRESCHOOL PROGRAM

Programs and Activities

The classrooms and play yard are designed and furnished to provide an environment that supports learning. Each day, students choose from a variety of activities that are suited to their interests and abilities and designed to encourage their development and learning. Activities using toys, books, games, music, crafts, and cooking involve children in exploring, discovering, experimenting, creating, observing, working, playing and talking together. Religious instruction or worship is not part of the curriculum.

Our program will help your child to be ready for kindergarten

Preschool teachers work with Ocean View School District teachers to plan and conduct activities to prepare students for kindergarten. Each spring, parents are invited to visit Ocean View's elementary schools to learn more about the District's kindergarten program.

A High-Quality Preschool

Our OVSD's Early Learning Preschool Program is licensed by the Department of Social Services, Community Care Licensing Division. We adhere to all California Code of Regulations Title 22, Division 12. All preschool staff is employed by the Ocean View School District. Employees must follow all District policies and procedures. Additionally, the State Preschool Program is funded by the California Department of Education Early Education Division.

California State Preschool Program (CSPP)

The California State Preschool Program, the largest state-funded preschool program in the nation provides both part-day and full-day services that provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through local educational agencies, colleges, community-action agencies, and private nonprofit agencies. More detailed information can be found on page 30 of this handbook.

Preschool staff are highly qualified and selected because of their skills, training, experience and their desire to work with preschool-aged children. At a minimum, our preschool teachers are required to possess a Child Development Teacher Permit issued by the California Commission of Teacher Credentialing. All staff members are certified in First Aid and CPR and undergo an extensive background check as part of the hiring process. The Early Learning Preschool Program provides ongoing training for all staff members in early childhood development teaching strategies and practices, and in health, safety and emergency procedures. We maintain a 1:12 adult to child ratio. State preschool classrooms maintain a 1:8 adult to child ratio.

All employees working at OVSD's Early Learning Preschool Program are mandated by law to report abuse or neglect to the proper authorities.

Our staff is committed to helping every child develop and learn

Every staff member is eager to get to know you and your child. We work with great effort to provide child-centered activities that students enjoy and encourage learning. Teachers and staff members continually observe each child's development and regularly provide feedback to parents. We welcome information from parents about their children's learning styles and interests.

Teachers and instructional staff plan daily activities

Your child will enjoy a program that reflects his or her interests. Curriculum planning is based on the results of ongoing assessment of students' development and needs. The instructional team for each classroom plans the daily lessons to meet specific developmental goals. OVSD preschools use research-based curriculum and instructional practices, including: Pre-Kindergarten World of Wonders, Preschool GLAD (Guided Language Acquisition Design), Handwriting Without Tears, Desired Results Developmental Profile -Revised (DRDP)(2015): Program and Student Assessment and Thinking Maps

Outdoor Exploration

The play yard is age and developmentally appropriate for preschoolers and will enhance their motor, social, cognitive, and creative development.

Field Trips

To support student learning, the preschool District Administrator and teachers may plan walking field trips that will be authorized by signed parent permission slips.

Transportation

Parents are required to transport children to and from their preschool.

Dress for Preschool

Students should wear play clothes and shoes that are comfortable and safe for both inside and outside activities. Examples of good school clothing are athletic shoes, long or short pants (no belts) and t-shirts or blouses. A sweater or sweatshirt may be needed for outside play on cool days. Clothes that students can manage on their own are desirable. Sunglasses and hats for sun protection are permitted on the play yard. Sandals, open-toe and dress shoes are not comfortable or safe for active play. Although efforts are made to keep your child's clothes clean, we cannot guarantee that children's clothing will not become soiled or stained. (Please refer to page 15.)



Personal Items and Storage Cubby

Each student will have a cubby for storing his or her school materials and lunch. The extra set of clothes will be stored in a backpack. Please do not allow your child to bring toys or personal items unless the teacher has requested them. (Please refer to page 15.)

Rest Time for full day preschoolers

In order for students to be refreshed for the afternoon activities, they will be required to lie quietly on individual mats while being soothed by soft music. For this purpose, each child should bring a clean fitted sheet to cover his or her mat as well as a blanket; a small pillow is optional. Please label each item with your child's full name. Every Friday, parents must take all rest items home to be laundered and return them the following Monday. (Please refer to page 15.)

Guidance and Discipline

The goal of OVSD's Early Learning Preschool Program is to provide an environment that promotes learning, independence and self-control. Students are expected to show respect to the adults at school and to follow their directions. Positive discipline is used to guide children to resolve conflicts and solve problems. To ensure a safe, nurturing and positive learning environment, unacceptable behavior will be handled directly by the classroom instructional staff. A student who is disruptive may be redirected to another activity or temporarily removed from a group situation to regain self-control. When the health and/or safety of the student or other students are in jeopardy, the District Administrator may dismiss the child from the preschool. (Please refer to page 13.)



Birthdays, Classroom and Other Celebrations

Birthdays are special events for children and will be acknowledged by staff (except when religious preferences prohibit celebrations).

To adhere to District policies regarding Student Wellness and to preserve the instructional time for your child's education, edible treats are not acceptable and are not permitted when recognizing your child's birthday at school. If you choose to recognize your child's birthday at school the following are suggestions to follow:

- * A book donated in your child's name to be read to the class, with the child's name inscribed on the inside cover.
- * A classroom game, puzzle, etc.
- * Individual party favors, such as pencils, erasers, etc.
- * Consult with your child's teacher for other ideas.

Nutritious Snacks

One morning snack and one afternoon snack will be provided to each student. Children may bring their own lunches. Parents are required to inform preschool staff of all food allergies. *Please check with the office for the required authorization form.*

Absence Guidelines

We understand that there will be times when your child is ill or you are late. On these occasions, please call the office or speak to your child's teacher.

After Hour Charges-Tuition Preschool

Children must be on time for school and be signed out promptly after school. Parents will be charged **\$1.00 for every minute** he or she or the authorized designee is late. OVSD's Early Learning Preschool Program reserves the right to involve the proper authorities when a child is not picked up when the program is not notified.

Sign-In and Sign-Out

Students must be signed in and out with a full, legible signature by a parent or an adult (18 years or older) who is listed on the child's emergency card. Parents may add or delete names on their child's card at any time.

Program Closures

- Labor Day
- Veteran's Day
- Martin Luther King, Jr.'s Birthday
- Fall Recess
- Lincoln's Birthday
- Washington's Birthday
- Winter Recess
- Spring Recess
- Memorial Day
- Juneteenth
- Independence Day
- *Staff Development Day – November 1, 2011



HEALTH AND SAFETY

Emergency/Disaster Procedure

OVSD's Early Learning Preschool Program staff members receive training to prepare them for disasters, and all students and staff practice emergency procedures each month. Using monies collected for emergency kits, the school will purchase emergency supplies of water, canned foods, juices, and snacks for use in the event of an emergency. To ensure student safety, the preschool gates will be locked and children will be kept at the preschool during an actual emergency. Children will remain at the preschool until signed out by a parent/guardian or other adult designated on the child's Information and Emergency Card. If it is deemed necessary, children may be evacuated to the Huntington Beach Sports Complex or Huntington Beach Central Library.

Medical and Dental

The staff works to assure that every child is safe at preschool, but accidents and emergencies may occur. When a medical or dental emergency occurs, an Ocean View School District nurse will appraise the emergency and contact parents. Paramedics (911) will be called for critical emergencies.

Through a state grant, staff will coordinate vision, hearing and dental screenings for each child to happen throughout the school year.

If authorized by your child's doctor, medications may be administered as prescribed at OVSD's Early Learning Preschool Program. Please check with the office for the required authorization form.

Keep your child at home when he/she is sick.

If your child has a fever, a runny nose or cough, diarrhea or other infectious illness such as pink eye, impetigo, mumps or measles, do not send him or her to school. If a child becomes sick at school, the parents or designee listed on the emergency card will be required to pick up the child from the preschool office. Children who have been ill may not return to school until they have passed a health check with the child's teacher or school nurse.

(Please refer to page 11.)



OCEAN VIEW SCHOOL DISTRICT
Huntington Beach, California

Dear Parent or Guardian:

We know that when your child wakes up and appears to not be feeling well, you need to make a decision as to whether they should attend school or not. This is sometimes difficult when you only see your child for an hour or so before he or she must leave for school. Hopefully the following guidelines will help in making your decision:

1. Fever

Any child with a temperature of 100° or more should be kept at home. Your child must be fever-free without medication for twenty-four (24) hours, before he/she can return to school.

2. Colds

Your child may attend school with a mild cold if he/she seems well and is fever-free. However, a child with a hacking cough or a persistent, runny nose and yellow-green mucoid discharge belongs at home, even without a fever.

3. Rashes

Do not send your child to school with a rash unless there is a note from your physician stating that your child is not contagious. Your child may attend if you have already informed the school that he/she is under the care of a physician and shared what treatment is being given.

4. Vomiting

A child who vomits needs to be kept at home for 24 hours until vomiting resolves or until a healthcare professional determines the cause of vomiting is not contagious.

5. Diarrhea

A child with diarrhea needs to be kept at home and may return when he/she has been diarrhea free for 24 hours.

6. Signs & Symptoms

Your child shows signs and symptoms of possible severe illness (for example, unusual lethargy, uncontrolled coughing, difficulty breathing, wheezing or other unusual signs for the child; such as loss of appetite, irritability, or persistent crying).

7. Lice (Ocean View School District Board Policy 5141.33)

A child will be excluded from school if there are any live lice found.

Teachers and other children are put at risk when students are sent to school who are ill. If in doubt, it is better to keep them home so that others are not exposed.

Thank you very much for your cooperation.

Sincerely,

OVSD Health Services

OUCH REPORT

Today's Date: _____ Time: _____ Room # _____ AM PM

Student's Name: _____
(first) (last)

INJURY INFORMATION:

Head Injury? Yes No **If yes, please fill out the Concussion Checklist also.**

Injury: _____
Action Taken: _____

Teacher Signature: _____
Name of staff member completing this form: _____

For serious injury, complete the following:

Staff member contacting parent: _____

Time of call: _____ Name of parent contacted: _____

- Left message
- Spoke to parent

Child: went home went to nurse's office stayed in class

Comments: _____

Supervisor's Signature : _____

CHILD GUIDANCE POLICIES

Our classroom environments, schedules and activities are designed to capture the interest and stimulate the enthusiasm of young children. A supportive social and emotional climate will be provided to enhance children's understanding of themselves as individuals and in relation to others. The program provides an environment that helps children build, positive self-concepts, individual strengths, and develop social relationships. Program staff allow children to express their feelings, give positive reinforcement for appropriate behavior, and constructively intervene to modify inappropriate behavior.

The strategies we use to help children learn to respect limits in the classroom include:

- Redirecting them to appropriate activities
- Temporary removal from the activity or area in the classroom
- Positive reinforcement
- Problem solving with the child
- Consistent daily routine
- Giving choices within limits
- Teaching children how to calm themselves in frustrating circumstances
- Developing behavior plans

Additional Behavior Management

We recognize that children are learning how to function in a classroom setting and need opportunities to acquire appropriate behavior for school. The school will supplement parents in teaching students how to behave; however, the home is the most effective primary source for behavior skills instruction. Therefore, cooperation between home and school is critical. The following procedures are aimed at creating an ideal atmosphere in which your child can learn.



Each class will develop its own classroom rules, which typically include:

1. Keep hands, feet and objects to yourself. (No hurting others.)
2. Respect your friends (i.e., one person talks at a time, use words to express feelings...).
3. Use walking feet.
4. Stay in your own place.
5. Use inside voices.

If a behavior continues to be a problem for a specific child, an individual behavior plan addressing the areas of concern will be implemented through a meeting with staff and the parents/guardians. The staff will monitor and reinforce appropriate behaviors on an individual basis at school while the parents work on them at home.

Specific circumstances in which this may occur include:

- aggressive, anti-social or unacceptable behavior to the extent that the child's safety or the safety of other children, parents or staff is being compromised.
- inability of the child to adjust to the group care situation

The program will implement the following:

1. Parents will be notified in writing of the concern, and a meeting will be requested.
2. An intervention meeting between the parents, teachers and the District Administrator will be scheduled to address the following:
 - outline situation/area of concern
 - establish a plan of action for the center and parent(s) to address their concerns
 - establish a time frame
3. A follow-up meeting will be conducted to:
 - evaluate progress
 - adjust plan as needed
4. Finally, a determination meeting will be held for the following to be covered:
 - Should it be determined jointly by the District Administrator and teaching staff that the program is unable to meet the needs of a specific child, enrollment will be denied or services terminated.
 - This action will only be considered after other avenues available to the program have been explored in an effort to provide service to the child and family.
 - Referrals to other services and assistance in finding other childcare will be made available to the family.

I have read and understand the above information.

Parent/Legal Guardian's Signature

Date

Child's Name

PERSONAL ITEMS REQUIREMENTS

Please note that we have special requirements for each child who is attending our school. Below is a list of items that we require for every child enrolled in the Early Learning Preschool Program. This list should be followed closely.

1. **Resting Period** – Please label your child’s personal items with his or her first and last names. All full-day children must bring:
 - 1 small fitted sheet
 - 1 small blanket
 - 1 small pillow (optional)
 - 1 small stuffed animal (optional)
 - 1 large backpack (to be left at school) * to hold all rest time items

These items will be taken home every Friday to be washed and returned on Monday. We only have a limited number of fitted sheets to spare if you forget to bring one in, so please remember your child’s sheet on Mondays.

2. **Change of Clothes** – Each child needs to have one full set of clothing labeled with his or her first and last names. It is the parent’s responsibility to check his or her child’s clothing each week and to replace soiled items. Please supply the following for your child:

- Sweater or jacket
- Shirt
- Pants/shorts
- Socks
- Undergarments
- * Items will be placed in your child’s backpack

3. **Protective Items (Optional)** – Please label all items that you send with your child. We can store the following items in your child’s backpack:

- Sun block
- Baby lotion or cream (non-prescription)
- SPF chapstick
- Sun hat



4. **Meals** – OVSD provides meals for all students.

Each child may bring a lunch box on a daily basis. Each lunch box and all reusable items must have the child’s first and last names clearly printed on them. Foods that need to be heated in a microwave, refrigerated or that require a can opener are not permitted. Please do not send sippy cups; however, juice containers with a straw are acceptable. All preschools remain a nut free environment.

5. **Toys** – Please do not send any toys with your child. Our center is filled with many educational materials.

ADMISSION REQUIREMENTS

Admission and Enrollment Policies

Children must be 3 to 5 years of age. All children must be able to use the restroom with the minimum amount of support.

Required Forms/Records:

- Admissions Agreement
- District Emergency Card
- Identification & Emergency Information
- Consent for Emergency Medical Treatment
- Child's Preadmission Health History – Parent's Report
- Physician's Report
- Child Guidance Policies (2 pages)
- Child Care Center Notification of Parent Rights
- Personal Rights
- Participation Authorization Form – Primary Caregiver and Child (2 pages)
- Parental Consent for School Readiness Health Screening
- OVSD Home Language Survey
- Preschool Language Survey (State Preschool only)
- Caregiver Background Check
- Immunization Records (provide copy)
- TB Screening Results (provide copy)

Waiting List

The preschool will maintain a waiting list of those who wish to enroll in the program when vacancies occur. An interest form must be completed before the child is placed on the waiting list.

Parent Responsibilities: Complete enrollment forms

Children cannot be admitted to preschool until all forms are completed and received by the preschool office manager or designee. *Please keep emergency card information current at all times.*

Tuition Program:

Families will complete initial enrollment through the Eleyo System on ovsd.org/preschools under Tuition Program. Once approved, families will be directed to complete the OVSD Aeries online enrollment.

State Preschool Program:

Families will complete initial enrollment through a state application available on ovsd.org/preschools under State Program or at Oak View Preschool. Once approved, families will be directed to complete the OVSD Aeries online enrollment.

DAILY SCHEDULE-PART DAY

SAMPLE

AM session: 8:15-11:15 a.m.

PM session: 12:15-3:15 p.m.

DAILY SCHEDULE

<u>AM</u>	<u>Activity</u>	<u>PM</u>
8:15	Arrival Time	12:15
8:15-8:30	Large Group	12:15-12:30
8:30-9:00	Meal Time	12:30-1:00
9:00-9:55	Choice	1:00-1:55
9:55-10:25	Outside Time	1:55-2:25
10:25-10:45	Small Groups	2:25-2:45
10:45-11:15	Large Group/Dismissal	2:45-3:15

DAILY SCHEDULE-FULL DAY

SAMPLE

7:00 a.m.	EARLY MORNING CARE: Children listen to stories, play games, do table activities, and utilize open centers while parents arrive according to their work schedule. TABLE TIME ACTIVITIES: Children practice fine motor skills using manipulatives. (Cutting, practice printing, using stamps, etc.)
9:00 a.m.	CIRCLE TIME: Children recite the pledge of Allegiance, greet each other, read stories, letters, numbers, shapes, recite the calendar, and do music and movement, themes are introduced.
9:45 a.m.	LEARNING CENTER TIME: Children move to centers using the Plan-Do-Review Strategy.
10:15 a.m.	HANDWASHING/SNACK: Children wash their hands and eat a school provided snack.
10:30 a.m.	OUTSIDE / GROSS MOTOR ACTIVITIES: Children play and socialize outside in gross motor skills activities that are structured and unstructured.
11:15 a.m.	SMALL GROUP ACADEMIC INSTRUCTION: Children work in small groups focusing on thematic units of instruction and academic skills.
12:00 p.m.	HANDWASHING / LUNCH / DISMISSAL: Children eat their lunch and half-day children are picked up by their parents.
12:30 p.m.	REST/NAP TIME: Children rest and nap. As “nappers” awake they will resume activities like unfinished morning tasks, art, or seasonal projects.
2:15 p.m.	WAKE-UP TIME: Children get ready to transition into the next activity.
2:30 p.m.	OUTSIDE / GROSS MOTOR ACTIVITIES: Children play and socialize outside in gross motor skills activities that are structured and unstructured.
3:00 p.m.	STORYTIME / MUSIC MOVEMENT
3:15 p.m.	HANDWASHING / SNACK
3:30 p.m.	CENTER TIME (Plan-Do-Review)
4:30 p.m.	Free Choice
5:30 p.m.	DISMISSAL

TUITION PRESCHOOL FEES

OVSD's Early Learning Preschool Program offers a tuition-based program.

The Program has a Full Day and Part Day schedule to accommodate parents' needs. Please review the Program Sessions section for information regarding the fee schedule options.

Payment Information

Monthly payments are **due on the 20th** of the month prior to the month of service. Payments made after the last day of the month will be assessed a late fee equal to 10% of the monthly rate. Returned checks are subject to \$25.00 service charge. Students may not attend school if payments are not current. A non-refundable registration fee of \$55.00 is due upon contract.

Payments can be made online by logging in to your account at <https://ovsd.ce.eleyo.com/>

Program Sessions

Part Day Program

Mon. – Fri. (no class on Wednesdays)	8:15 a.m. – 11:15 a.m.	4 Days	\$450
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Full Day Program

Mon. – Fri.	7:30 a.m. – 5:00 p.m.	5 Days	\$875
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Payments & Eleyo Account Contact

Raissa Soyangco, Senior Account Clerk

email: rsoyangco@ovsd.org

California State Preschool Program (CSPP)

State preschool programs are part-day and full-day comprehensive developmental programs for three- to five-year-old children from eligible families. The programs emphasize parent education and encourage parent involvement. In addition to preschool education activities that are developmentally, culturally, and linguistically appropriate for the children served, the state preschool programs provide meals to children, referrals to health and social services for families, and staff development opportunities to employees. These programs are administered through local educational agencies, colleges, community-action agencies, and private nonprofit agencies.

It is funded by the California Department of Education Early Education Division. The preschool program provides age and developmentally appropriate learning activities for children living in the OVSD attendance area and surrounding areas. The preschool is licensed by the State of California Department of Social Services, Community Care Licensing Division.

All children, including students with disabilities and special needs, are welcome at Oak View Preschool. Classroom staff and school specialists work closely together to develop and implement individual goals as stated in the Individualized Education Program (IEP) for each child with special needs. Oak View Preschool does not discriminate on the basis of sex, sexual orientation, gender group identification, race, ancestry, national origin, religion, color, mental or physical disability or any other person prohibited by state or federal law.

Our Vision

Ocean View School District is committed to the vision of every child entering school ready to learn. Our program follows the California Preschool Learning Foundations and Framework to plan thematic-based curriculum. Children are assessed by using the California Department of Education approved instrument called the Desired Results Developmental Profile (DRDP 2015).

Knowing that parents are important partners in their children's education, the District desires parents to be actively involved. Parents are encouraged to volunteer in their child's class once each month and to participate in monthly parent meetings and education classes. Parents are encouraged to participate in the parent advisory committee (PAC) to help make important program decisions that will enhance their children's education.

Self-assessment is vital to ensure ongoing program improvement. A comprehensive self-study is conducted annually, and results are used to make program improvements. Tools like the DRDP (2015), Early Childhood Environmental Scale, the CLASS and ASQs are utilized in the children and program's assessment process.

Communication (CSPP)

- **Open-Door Policy-** The Preschool staff welcomes you to the program. Assisting parents and their families to improve the quality of their lives is part of our mission. Please let us know how we can help you, your child and/or your family. Together, we can make this a successful year for all the children and families enrolled at OVSD Preschools. Each school site office is available to you for assistance.
- **Complaints-** Our program and administrative staff are eager to hear your ideas and address any concerns you may have regarding services provided. As a parent or authorized representative of a child in state-licensed child care/preschool, you also have the right to direct complaints to the State of California, Division of Child Care Licensing at the following address:

Community Care Licensing

750 The City Drive, Suite 250

Orange, CA 92868

Phone: 714-703-2800

- **Monthly Newsletter-** A monthly newsletter (published in Spanish and English) will be sent home during the first week of each month. This newsletter will inform parents of coming events, activities and ways to become involved. The newsletter will also be available on the website along with other school information. Web address: www.ovsd.org/preschools
- **Parent Event Calendar-** An Event Calendar will be distributed at parent meetings on a monthly basis and available on the website. This calendar will contain important dates for special events, activities, parent meetings and other school-related functions.
- **Parent Directory-** Parents are provided with a preschool Family Directory in order to facilitate relationships among families and children. Inclusion in the directory is optional but encouraged.
- **Notice of Action (NOA) -** State Preschool requires that a Notice of Action (NOA) be given to a parent as a way to inform them of any action that impacts their child's

schedule or attendance. Title 5 CCR Section 18120(a) provides that a parent, or an authorized representative of the parent, may file a request for a hearing within 14 days of the date the NOA was received if he or she disagrees with a proposed action. A request can be in writing, in person, by telephone, by fax or email. The parent, or authorized representative, will be notified of a hearing date within 10 days of receiving the request.

- **Parent Survey-** Each year the State Preschool program conducts a survey to determine how well we are meeting parent needs and expectations. Responses to the survey are used to prioritize our focus for the following year.
- **Website-** The District Website can be found at www.ovsd.org or visit our direct link at www.ovsd.org/preschools You will find important information, our monthly newsletters and parent handouts on the website. You will also be able to contact us via email.
- **Parent and Child Orientation-** Preschool teachers and instructional assistants offer an orientation to all families before school starts. This is a great opportunity for children to meet and greet their teachers before the first day of school.
- **Parent Conferences-** Our main assessment tool, the Desired Results Development Profile (DRDP 2015: 3 years to kindergarten), outlines the skills that we strive to help all children develop or exceed before they reach kindergarten. This assessment will be completed within 90 days of the first day of enrollment. Each child's teacher will meet with parents twice a year to review their progress toward meeting the developmental Preschool Foundations and Desired Results for preschool age children and other developmental assessments. Parents are encouraged to make an appointment with the teacher to ask questions, provide information about their child, and to learn more about how they can support their child's development. A copy of the DRDP (2015) can be found on pages 30-31 of this handbook.
- **Classroom Visitation-** Parents are encouraged to visit their child's classroom at any time, please make sure to check in to the office to sign in and receive a "Visitor" badge. See the office or website for volunteer information and requirements.
- **Confidentiality of Records-**The school office staff shall permit the review of the basic data file by the child's parent(s) or parent's authorized representative, upon request and at reasonable times and place.

Program Qualification (CSPP)

Eligibility is based on verification of at least one of the following: income, current aid recipient or any other designated means-tested government program, homelessness, child protective services, at risk of abuse, neglect and/or exploitation, children with disabilities and CSPP Neighborhood School eligibility. Income includes: gross wages or salaries, overtime, tips, cash aid, child support payment received, disability or unemployment compensation, workers compensation, portion of student grants or scholarships not identified for educational purposes as tuition, books, or supplies, etc...

Need is based on verification of at least one of the following; family needs full day care due to: child is identified as current aid recipient, homeless, child protective services, at risk of abuse, neglect and/or exploitation. The parents are: Employed, Seeking employment, Engaged in vocational training leading directly to a recognized trade, paraprofession or profession, Engaged in an educational program for English language learners or to attain a high school diploma or general educational development certificate, Seeking permanent housing for family stability; Incapacitated. To be eligible for full-day CSPP, a family shall meet both eligibility and need criteria.

Income

Parents' income and family size may not exceed what is allowed by the State of California Department of Education.

Parents must show proof of income documentation (employed) such as a release authorization and payroll check stub, release authorization and letter from employer or other record of wages issued by the employer. Other record of total countable income: provide copies of the documentation of all non-wage income or provide self-certification of any income for which no documentation is possible.

For self-employment, the following documents are acceptable: (A) letter from source of income, (B) A copy of the most recently signed and completed tax return with a statement of current estimated income for tax purposes; or (C) Other business records, such as ledgers, receipts or business logs

State Fiscal Year 2022-23 Schedule of Income Ceilings
(100 percent of State Median Income)

Family Size	Family Monthly Income	Family Yearly Income
1-2	\$7,068	\$84,818
3	\$8,049	\$96,590
4	\$ 9,342	\$112,105
5	\$ 10,837	\$130,042
6	\$12,332	\$147,979
7	\$12,612	\$151,342
8	\$12,892	\$154,705
9	\$13,172	\$158,068
10	\$13,453	\$161,431
11	\$13,733	\$164,794
12+	\$14,013	\$168,158

Parents are required to notify the program, within thirty (30) calendar days, of any change in ongoing income that causes the family's adjusted monthly income to exceed 100 percent of the SMI.

Supporting evidence of homelessness include: written referral from an emergency shelter or other legal, medical or social services agency or a written parental declaration that the family is homeless and a statement describing the family's living situation.

Family Size

Parents must provide supporting documentation regarding the number of children and parents in the family.

Family size proof includes birth certificate, child custody court order, adoption documents, foster care placement records, school or medical records, county welfare department, other reliable documentation indicating the relationship of the child to the parent. If only one parent has signed an application and the information provided indicates there is a second parent who has not signed the application, the parent who has signed the application shall self- certify the presence or absence of the second parent under penalty of perjury. The parent who has signed the application shall not be required to submit additional information documenting the presence or absence of the second parent (*EC 8263[a][2]*).

Family Selection & Admission Process (CSPP)

Enrollment Process

Children must be age 3 or 4 years old on or before December 1. To apply for state preschool services at Oak View, College or Westmont, parents must complete, sign and return all the required enrollment forms.

After parents complete the Application for Service, it is reviewed by office staff. Upon meeting all of the California Department of Education requirements families are accepted based on space availability. Parents are notified by phone or mail to return to the office to complete the second part of the enrollment process. A Notice of Action is issued when certification or recertification is complete, within 30 days of parent signing the Application. Parents may be issued another Notice of Action if the family is to be terminated from the program. Parents have the right to appeal the Notice of Action.

PRIORITY SELECTION (CSPP)

Priority for enrollment will be based on ranking as determined using the following criteria:

a.First priority: three-year-old or four-year-old children who are recipients of child protective services or who are at risk of being neglected, abused, or exploited and for whom there is a written referral from a legal, medical, or social service agency.

b.Second priority: children with disabilities that are enrolling in CSPP after the percent of funded enrollment set-aside pursuant to paragraph (1) of subdivision (c) of EC Section 8208, is filled.

b.Third priority: Eligible CSPP four-year-old children, not enrolled in Transitional Kindergarten, in the following order:

- i. Eligible children who were enrolled in CSPP as a three-year-old
- ii. Children whose families have the lowest income ranking based on the most recent Schedule of Income Ceiling eligibility table.
- iii. When two or more families have the same income ranking, according to the most recent Schedule of Income Ceiling eligibility table, the child that has a primary home language other than English shall be enrolled first.
- iv. If there are no families with a child that has a primary home language other than English, the family that has been on the waiting list for the longest time shall be admitted first.

c.Fourth priority: Eligible CSPP three-year old children, in the following order:

- i. Children whose families have the lowest income ranking based on the most recent Schedule of Income Ceiling eligibility table.
- ii. When two or more families have the same income ranking, according to the most recent Schedule of Income Ceiling eligibility table, the child that has a primary home language other than English shall be enrolled first.
- iii. If there are no families with a child that has a primary home language other than English, the family that has been on the waiting list for the longest time shall be admitted first.

d.After all otherwise eligible children have been enrolled, enroll the following children in the order listed:

- i. children from families whose income is no more than 15 percent above the eligibility income threshold. Within this priority category, priority shall be given to three- and four-year-old children with disabilities interested in enrolling, then to four-year-old children before three-year-old children without disabilities.
- ii. CSPP Neighborhood School: enroll three-year-old children as well as four-year-old children whose families reside within the attendance boundary of a qualified free or reduced-price meals (FRPM) elementary school without establishing eligibility. These families shall, to the extent possible, be enrolled in income ranking order, lowest to highest.

1) Supporting evidence of Child Protective Services (CPS) include: a written referral dated within six months of application for services, statement from local county welfare department, child welfare services worker, certifying that the child is receiving CPS and that child care and development services are a necessary component of the CPS service plan. The plan must include the duration of the CPS service plan and the name, address, phone number and signature of the county child welfare staff.

2) Supporting documentation for at risk is a written referral, dated within six months of application for services includes: statement 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 child care services are needed to reduce or eliminate the risk. The statements include the probable duration of the at risk situation, and the name, address, phone number and signature of the legally qualified professional.

How to Continue the Program

- All families enrolled or beginning services after July 1, 2022 will have 24-month eligibility. Parents must abide by agency policies, procedures and program requirements.

Absence Guidelines (CSPP)

Excused absences: Illness or quarantine- of child or parent, Family Emergency, court ordered visitations (Court order must be on file) and Best Interest days*.

(State Preschool only)

Unexcused absences: Absences for any reason other than those listed above should be discussed ahead of time with the child's teacher or the preschool principal. Examples include: child did not feel like attending school, parent or child woke up late, etc...

Best Interest of Child (BIOC) Days

Children may be excused from school when the child has an enriching, meaningful experience beyond the scope of the preschool curriculum (Maximum 10 per school year).

BIOC days may include:

- Family trip
- Religious observation
- Spending the day with visiting relatives
- appointments
- sibling illness
- funeral
- bad weather conditions
- Enriching family outing

Attendance Policies

In order to gain the maximum benefit from the program, children must attend preschool every day. For this reason, it is necessary that parents arrange their schedules so that their child can be in preschool every day. If your child is absent from preschool and the absence has not been verified you will have to call or check in at the office before the child can return to school. If your child is absent for more than 3 days, a doctor's note may be required.

Please call the preschool office on or before the day your child will be absent from school to let us know the reason for the absence.

Children who have perfect attendance will receive a special award at the end of the year.

Perfect attendance requires no absences and no tardies.

Abandonment of Care

(a) For purposes of this section, "provider" includes an individual, family child care home, or center-based entity that provides subsidized preschool services directly to children.

(b) When the family has not been in communication with the provider for seven consecutive calendar days and has not notified the provider of the reason the family is not using services, the provider, if not the contractor, (c) Using the contact information on file, shall attempt to contact the parent through a variety of communication methods. At least one communication attempt shall be in writing, which may be through electronic methods. The contractor shall keep documentation of all communication attempts, including a copy of all written communication, in the family data file. The contractor shall inform the parent in these communications that failure to communicate with the contractor or provider may result in termination of preschool services.

(d) The contractor shall issue a notice of action to disenroll the family on the basis of abandonment of care when there has been no communication with the provider or the contractor for a total of 30 consecutive calendar days.

Termination Policies

Families may be dismissed from the program for the following reasons and will be issued a written Notice of Action. Termination may occur with or without warning.

- Parent or child whose behavior presents a risk to children and staff (E.g. parent using profane language, threats, destroying property)
- abandonment of care* see above
- Violation of school policies and procedures
- Knowingly using incorrect or inaccurate information to obtain a benefit that they would otherwise not be entitled to receive.

Family Resources

Parent Education

A variety of classes for parents may be offered. Topics may include child development, health and safety, developmental milestones, nutrition, behavior management, phonological awareness, reading with your child and community outreach programs. Class schedules and meeting times would be announced on fliers, in the monthly newsletter and at parent meetings. A sample of the classes that may be offered are:

- C.O.P.E. – Child behavior and development
- Mami y Yo – Parent -Child class for children age 12-18 months
- Positive Parenting Solutions (CSEFEL)

Community Involvement

OVSD Preschools work closely with outside service agencies. Many of these agencies provide parent education classes and presentations to the families of our preschool children. Others are available for referrals. For information contact a staff member in the Preschool Program office.

Some of the community agencies that partner with the Ocean View School District to provide services to families include, but are not limited to:

- *Children and Families Commission of Orange County (Prop. 10)*
- *Oak View Family Resource Center*
- *Start Well*
- *The Priority Center*
- *City of Huntington Beach*
- *Republic Environmental Services*
- *Healthy Smiles for Kids of OC*
- *Oak View Renewal Partnership*
- *Orange County Department of Education*
- *Boys & Girls Clubs of Huntington Valley*
- *Child Behavior Pathways*
- *MOMS of Orange County*
- *CHOC-Help Me Grow*
- *Health Clinics*
- *West Ed-CSEFEL*
- *QRIS-Quality Rating Improvement System (OCDE)*

Ocean View School District
Williams Complaint Classroom Notice
Notice to Parents, Guardians, Pupils, and Teachers

Pursuant to California *Education Code* Section 35186, you are hereby notified that:

There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.

School facilities must be clean, safe, and maintained in good repair.

There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

A complaint form may be obtained at the school office, district office, or downloaded from the school's Web site at www.ovsd.org. You may also download a copy of the California Department of Education complaint form from the following Web site: <http://www.cde.ca.gov/re/cp/uc>.

Căn cứ theo Luật Giáo Dục California mục 35186, quý vị được thông báo rằng:

Phải có đầy đủ sách giáo khoa và tài liệu giảng dạy. Điều đó có nghĩa là mỗi học sinh, kể cả học sinh chưa thông thạo Anh ngữ, phải có sách giáo khoa hoặc tài liệu giảng dạy, hoặc cả hai, để sử dụng trong lớp và mang về nhà.

Thiết bị trường học phải sạch sẽ, an toàn, và được bảo trì tốt.

Không có trường hợp không có giáo viên hoặc giáo viên được chỉ định không phù hợp. Phải có giáo viên được chỉ định cho mỗi lớp mà không phải một chuỗi dài với giáo viên thay thế hoặc những giáo viên khác tạm thời. Các giáo viên phải có bằng cấp thích hợp để dạy trong lớp học, bao gồm các chứng nhận cần thiết để dạy cho các học sinh chưa thông thạo Anh Ngữ nếu hiện diện. Không có giáo viên có nghĩa là địa vị một nhân viên có giấy chứng nhận chưa được chỉ định khi bắt đầu niên học và cho trọn năm hoặc nếu địa vị dành cho một học kỳ, nhân viên có giấy chứng nhận chưa được chỉ định khi bắt đầu học kỳ và cho trọn một học kỳ.

Giáo viên được chỉ định không phù hợp có nghĩa là giao phó chức vụ cho một nhân viên có giấy chứng nhận để giảng dạy hoặc để phục vụ mà nhân viên đó không được công nhận về mặt pháp lý hoặc văn bằng hay giao phó chức vụ cho một nhân viên có giấy chứng nhận để giảng dạy hoặc để phục vụ mà nhân viên đó không được phép theo tình trạng đang có.

Mẫu đơn khiếu nại có thể nhận lấy tại văn phòng nhà trường, văn phòng học khu, hoặc tải về từ trang mạng của trường tại www.ovsd.org. Quý vị cũng có thể tải về một bản sao của Bộ Giáo Dục California mẫu đơn khiếu nại từ trang mạng sau đây: <http://www.cde.ca.gov/re/cp/uc>.

Según el Artículo 35186 del Código de Educación de California, se le notifica que:

Deben haber suficientes libros y materiales de instrucción. Eso significa que todo alumno, incluyendo los alumnos aprendices del inglés, deben tener un libro o materiales de instrucción, o ambos, para usar en clase y llevar a casa.

Las instalaciones escolares deben estar limpias, ser seguras, y ser mantenidas en buen estado.

No debe haber falta de maestros ni asignaciones incorrectas de maestros. Debe haber un maestro asignado para cada clase y no una serie de suplentes u otros maestros temporales. El maestro debe tener la certificación apropiada para enseñar la clase, incluyendo la certificación requerida para enseñar a alumnos aprendices de inglés, si es que están presentes en la clase.

Falta de maestros significa que existe un puesto al cual no se ha asignado un empleado con certificación al principio del año escolar y por todo un año, o si el puesto es para un curso de un semestre, un puesto al cual no se ha asignado un empleado con certificación al principio de un semestre y por un semestre completo.

Una asignación incorrecta significa que un empleado con certificación es colocado en un puesto de maestro o proveedor de servicios sin tener una certificación o credencial legalmente reconocida, o colocado en un puesto de maestro o proveedor de servicios que el empleado no está legalmente autorizado a ocupar.

Se puede obtener un formulario para presentar una queja en la oficina de la escuela, la oficina del distrito, o por medio del sitio Web de la escuela: www.ovsd.org. También se puede imprimir una copia del formulario por medio del Departamento de Educación del Estado de California del sitio de la Web: <http://www.cde.ca.gov/re/cp/uc/>.

DRDP (2015)

Early Education PS Fundamental View Rating Record

An Early Childhood Developmental Continuum

For use with Preschool-age Children
in Early Care and Education Programs

Child's Name (First and Last): _____

Agency ID or SSID: _____

Assessment Period (e.g., Fall 2016): _____ / _____ / _____

Date DRDP (2015) was completed (e.g., 09/07/2014) _____ / _____ / _____

month day year

The Rating Record is to be used with the DRDP (2015) instrument to keep track of each child's developmental levels as you complete the assessment. Mark the developmental level the child has mastered for every measure.

Measure	Measure Name	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier	Not yet	Conditional Measure (not rated)	EM	UR	
AIL-REG 1	Attention Maintenance*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
AIL-REG 2	Self-Comforting*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
AIL-REG 3	Imitation*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
AIL-REG 4	Curiosity and Initiative in Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
AIL-REG 5	Self-Control of Feelings and Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
AIL-REG 6	Engagement and Persistence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
AIL-REG 7	Shared Use of Space and Materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
SED1	Identity of Self in Relation to Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
SED2	Social and Emotional Understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
SED3	Relationships and Social Interactions with Familiar Adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
SED4	Relationships and Social Interactions with Peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
SED5	Symbolic and Sociodramatic Play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ILD1	Understanding of Language (Receptive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ILD2	Responsiveness to Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ILD3	Communication and Use of Language (Expressive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ILD4	Reciprocal Communication and Conversation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ILD5	Interest in Literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ILD6	Comprehension of Age-Appropriate Text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ILD7	Concepts about Print	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ILD8	Phonological Awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ILD9	Letter and Word Knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ILD10	Emergent Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Measure	Measure Name	Discovering Language		Discovering English		Exploring English		Developing English		Building English		Integrating English		Conditional Measure (not rated)	
EID1	Comprehension of English (Receptive English)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EID2	Self-Expression in English (Expressive English)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EID3	Understanding and Response to English Literacy Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EID4	Symbol, Letter, and Print Knowledge in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*These measures required for children with IEPs.

DRDP (2015)

**PS Fundamental View
Rating Record**

**For use with Preschool-age Children
in Early Care and Education Programs**

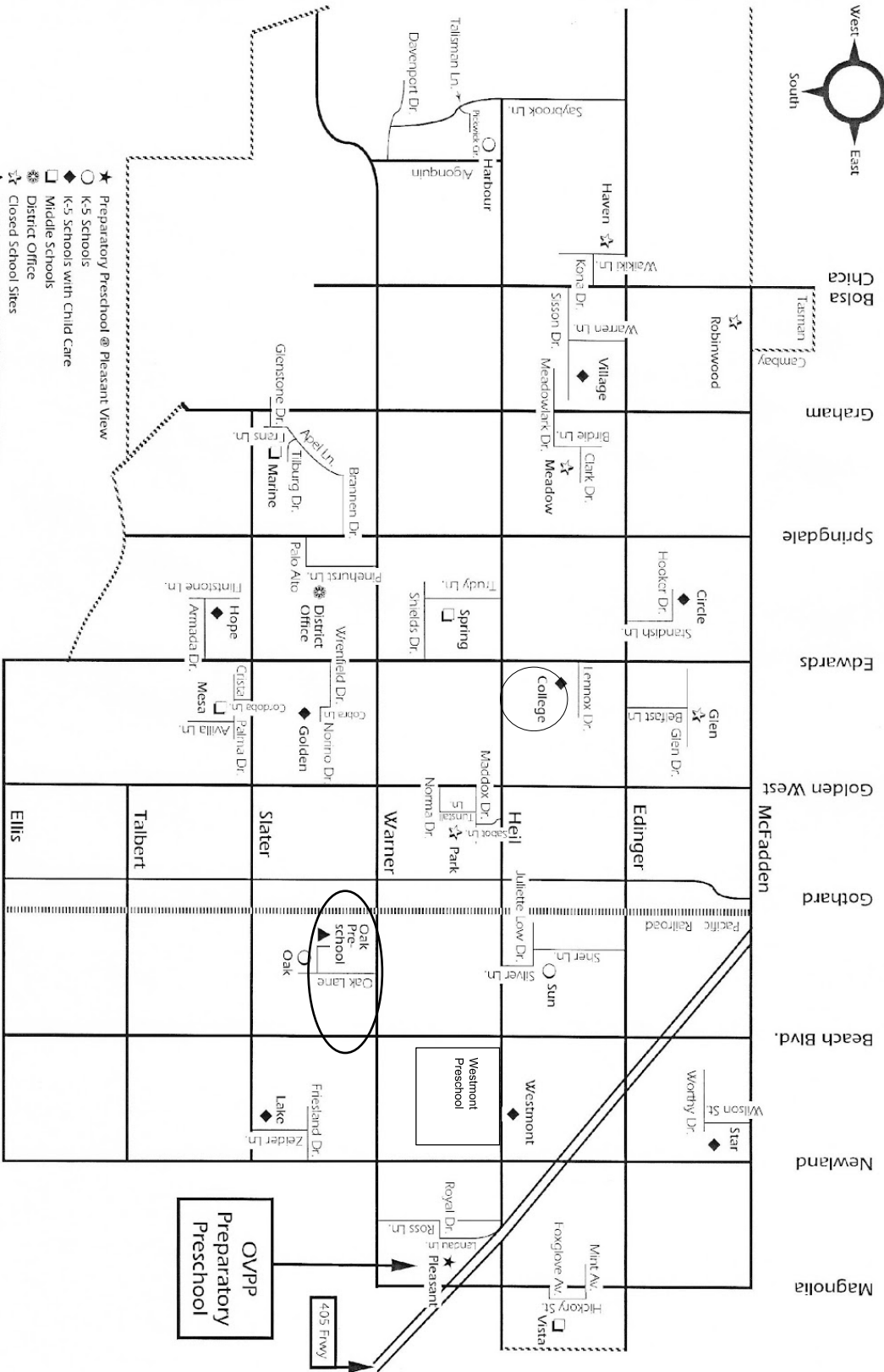
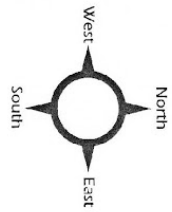
Child's Name (First and Last): _____

Agency ID or SSID: _____

Measure	Measure Name	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier	Not yet	Conditional Measure (not rated)	EM	UR
C06.1	Spatial Relationships*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C06.2	Classification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C06.3	Number Sense of Quantity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C06.4	Number Sense of Math Operations			<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C06.5	Measurement			<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C06.6	Patterning			<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C06.7	Shapes			<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PD-HLH1	Perceptual-Motor Skills and Movement Concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PD-HLH2	Gross Locomotor Movement Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PD-HLH3	Gross Motor Manipulative Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PD-HLH4	Fine Motor Manipulative Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PD-HLH5	Safety*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PD-HLH6	Personal Care Routines: Hygiene*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PD-HLH7	Personal Care Routines: Feeding*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PD-HLH8	Personal Care Routines: Dressing*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PD-HLH9	Active Physical Play			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PD-HLH10	Nutrition*			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*These measures required for children with IEPs.

OCEAN VIEW SCHOOL DISTRICT



Child Development Program Office
Oak View Preschool
17131 Emerald Lane
Huntington Beach, CA 92647
714-843-6938

College View Preschool
6582 Lennox Drive
Huntington Beach, CA 92647
714-847-3505

Westmont Preschool
8251 Heil Ave.
Westminster, CA 92683
714-847-3561



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