



JUDY HUERTA
DIRECTOR OF EARLY CHILDHOOD EDUCATION
410 SOUTH AVENUE TURLOCK, CA 95380
(209) 226-6400

Head Start PARENT HANDBOOK

2024-2025

Head Start Class Sites:

Wakefield
410 South Avenue
Turlock, CA 95380
Room H1 (209) 226-6411
Room H2 (209) 226-6412
Room H5 (209) 226-6415
Room H6 (209) 226-6416

Osborn
201 N. Soderquist Road
Turlock, CA 95380
Room J1 (209) 667-2938

Cunningham
324 W. Linwood Avenue
Turlock, CA 95380
Room G9 (209) 668-7594

Crowell
118 North Avenue
Turlock, CA 95382
Room K6 (209) 667-5460

District Website: https://turlock.k12.ca.us/tusd



Turlock Unified School District
Board of Trustees

Anthony Silva, President

Lori Carlson, Clerk

Mary Jackson, Member

Jose Sanchez, Member

Daniel Benedict, Member

Paola Maldonado, Member

Joe A. Souza, Member

District Administration

David Lattig, Interim Superintendent
Marjorie Bettencourt, Assistant Superintendent/Finance and Accountability
Barney Gordon, Assistant Superintendent/Business Services
Fernando Ureno, Assistant Superintendent/Human Resources
Alice Solis, Interim Assistant Superintendent/ Educational Services

Gil Ogden, Director of Student Services
Shellie Santos, Director of Elementary Education
Vacant 24/25, Director of English Learners, Assessment and Special Programs
Ericka Tschantz, Director of Special Education
John Acha, Director of Secondary Education
Marie Russell, Director of Communications, Family Engagement, and Outreach
Joseph Silveira, Director of Human Resources

Scott Richardson, Director of Maintenance-Operations
Judy Huerta, Director of Early Childhood Education
Dolores Flores, Director of Transportation
Robert Brogdon, Director of Technology Operations
Jennifer Lew-Vang, Director of Child Nutrition
Leslie Swisher, Director of Facilities, Planning & Safety

07/01/2024

TABLE OF CONTENTS

TUSD Board and Administration	2
Head Start Mission	4
Stay Connected With Learning Genie	4
Sexual Harassment	4
TUSD Strategic Plan	6
Character Traits	7
Program Information	8
Welcome Letter to Parents	9
Safety	10
Equal Education Access	11
Religious Instruction	11
Open Door Policy	11
Education	11
Desired Results Developmental Profile (DRDP) 2015 Tool	12
Transition to Kindergarten	13
Class Schedules	14-15
Medical	16
Dental	16
Illness	16
Absences	17
Medical Plan	17
Emergency	17
Nutrition	17
Social Services	18
Admission Policy Requirements	18
Parent Involvement	19
Delegate Policy Committee	19
Head Start Children's Dress Code Guidelines	20
Emergency Preparedness Information	20
Staff Development	20
Confidentiality	21
Sign In/Out Sheet	21
Attendance	21
Excessive Absenteeism & Unexcused Absences	22
Tardies	22
Late Pick-Up	23
Teaching Pyramid	24
Behavior Policy	24
Suspension & Expulsion	25

Head Start Mission

The mission of the Turlock Unified School District Head Start Program is to provide a safe, healthy, culturally and developmentally appropriate program in partnership with the parent/guardian, school and community, which celebrates each child's uniqueness, assisting with linguistic, social, emotional, cognitive, and physical development, and encourages parents and families to take an active role as the child's primary teacher, advocate and informer in the life long journey for the love of learning.

Stay Connected with Learning Genie

Learning Genie provides parents with access to their student's academic information, including photographs and videos of your students' academic growth throughout the school year. Creating an account is as easy as providing your email address to our ECE office, which will be followed by an email with the Family Link logon information.

Sexual Harassment

BP 5145.7(a)
The Board of Trustees is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint, or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Disciplinary Actions
Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee investigate, and/or resolve sexual harassment complaints processed under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

Title IX Coordinator
Director of Student Services
1574 E. Canal Drive, Turlock, CA 95380
(209) 667-0632 (ext 3)
studentservices@turlock.k12.ca.us

STRATEGIC PLAN

Adopted by the TUSD Board of Trustees: July 13 2021

WHY?

VISION

All students will become self-motivated, responsible citizens who graduate college and career ready.

BELIEFS

1. Every person is unique and has inherent value.
2. Every person can be a successful learner.
3. People are accountable for their actions.
4. Family engagement is essential to the academic and social-emotional success of students.
5. Honesty, integrity, and respect build trust in all relationships.
6. Motivation, grit, and mindfulness are necessary to achieve full potential.
7. High expectations yield greater levels of performance.
8. A quality education enriches all lives by creating and expanding opportunities.
9. Positive role models inspire excellence.
10. A service mindset is vital to a thriving community.

WHAT?

MISSION

Turlock Unified School District will deliver effective instruction in a safe, equitable, supportive environment in partnership with our families and diverse community.

OBJECTIVES

1. Students will demonstrate proficiency in all subjects.
2. Students will achieve personal goals tailored to their aspirations for college and career.
3. Students will develop and demonstrate positive character traits.
4. Students will earn a diploma or successfully complete their Individualized Education Program (IEP).

HOW?

LCAP GOALS

1. Academic Achievement & Social-Emotional Learning: Utilize a multi-tiered system of supports to increase academic achievement & social-emotional learning to enhance student success & well-being & promote college & career readiness among all students.
2. Equity & Access: Create equitable practices & experiences for all students & staff to mitigate social inequalities & embrace human diversity.
3. Curriculum & Instruction: Provide guaranteed & viable learning from highly qualified teachers who use adopted materials & effective instructional practices to implement standards.
4. Parent Engagement: Expand opportunities to increase parent & family involvement to support District initiatives.
5. Safety & Security: Uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.

TUSD
Turlock Unified School District



CHARACTER TRAITS

TURLOCK UNIFIED SCHOOL DISTRICT

ACHIEVER

Work hard and possess a great deal of stamina.Take immense satisfaction in being busy and productive.

RESILIENCY

Recover from or adjust easily to adversity or change.

EMPATHY

Sense other people's feelings by imagining themselves in others' lives or situations.

FOCUS

Take a direction, follow through and make the corrections necessary to stay on track. Prioritize, then act.

FUTURISTIC

Inspired by the future and what could be. Energize others with visions of the future.

INCLUDER

Accept others and show an awareness of those who feel left out and make an effort to include them.

KINDNESS

Display a friendly, generous, or considerate nature.

POSITIVITY

Demonstrate contagious enthusiasm and can get others excited about what they are going to do.

RESPONSIBILITY

Take ownership of what you say you will do. Committed to stable values such as honesty and loyalty.

SELF-ASSURANCE

Confident in ability to take risks and manage own lives. Have an inner compass that gives certainty in decisions.

Character is Our Strength

TUSD
Turlock Unified School District

Welcome to Turlock Unified School District's Head Start Program

Our Head Start program has a full staff ready to serve your family. Feel free to make an appointment at your convenience. The program runs five days a week.

Program Director:	Judy T. Huerta
Education Program Specialist:	Marina Khezri
Education Program Specialist:	Kristen Snyder
Program Secretary:	Isela Avila
Program Clerk:	Blanca Diaz
Head Start office hours:	8:00 a.m. – 5:00 p.m.
Office phone number:	(209) 226 – 6400
Your child's teacher:	_____
Your child's teacher's aide:	_____
Family Service Worker:	_____
Center phone number:	_____
Head Start Nurse:	_____
Head Start Health Aide:	_____
Part Day Schedule AM class:	8:00 a.m. – 11:30 a.m.
PM class:	12:00 p.m. – 3:30 p.m.
Extended Day Schedule:	8:00 a.m. – 2:00 p.m.
First day of class:	August 27, 2024
Last day of class:	May 30, 2025

Turlock Unified School District

Judy Huerta, Director
Early Childhood Education

Dear Parent/Guardian:

Welcome to a new school year. We are looking forward to working with you and your child in the 2024-2025 school year. We have high expectations for our student's academic and social-emotional growth and success. We want this year to be an exciting and positive year for your child and will strive to provide the best and most appropriate education for your child. Our students' health and safety are our top priority at Head Start!

Head Start gives children a chance to grow up healthy, happy, and confident by providing them and their families with the educational, social, medical, and nutritional services they need. Head Start is a federally funded program that is operated by the Turlock Unified School District and licensed by the California Department of Social Services, Community Care Licensing. Head Start attends to the development of each child by building and targeting individual strengths and needs.

Parents, please encourage your children often and have regular conversations with them about school and what they are learning about. Parental involvement shows children that school is important, and you are committed to their success. Together, we can accomplish great things!

This parent handbook has a great deal of useful information about our Head Start Program. You will find information on its program policies, goals and objectives, assessment tools, attendance, parent involvement, nutrition, and others. I encourage you to read the handbook to become familiar with our program, and if you have any questions or concerns, please feel free to ask.

We are looking forward to working with you this year in enhancing the growth and development of your child. I am glad you are joining our Head Start family.

Thank you,

Judy T. Huerta
Director of Early Childhood Education

There is no fee for our part-day and extended-day Head Start Program.

Safety

Parking/Pedestrian Safety

Please use the designated crosswalks and sidewalks. Adults need to hold the hands of small children. Please, park in designated areas. Do not use the red zones or the yellow zone for parking or drop off. Be aware of the bus and do not pass when red lights are flashing (this is a law, and you can be ticketed). Please do not park in the handicapped parking spaces unless you have a valid handicap placard that is visible.

Parent Badges

The authorized parent/guardian/adult who brings or picks up the child to the center must always wear a visitor's badge (if required by the school site). If the adult does not have the badge on, they will need to check in to the main Elementary School Office to check in, show their state identification/driver's license and receive a visitor's pass.

Child Safety & Supervision

Community Care Licensing Title 22 Regulations 101229 Responsibility for providing care and supervision, 101216.2 (e) (1) and 101230 (c) (1)

- The licensee shall provide care and supervision as necessary to meet the children's needs.
- No child(ren) shall be left without the supervision of a teacher at any time.
- Supervision shall include visual observation.

All teaching staff received the mandatory Child Safety & Supervision Training. Together, Program Staff, parents, and children will learn the supervision plan in order to keep our children safe at all times. Parents will view a presentation on child safety and supervision during orientation.

Active Supervision Statement

Active supervision and safety of children is everyone's responsibility. Supervision is basic to safety and the prevention of injury and maintaining quality childcare. No child will be left alone or unsupervised at any time. Our program has systems in place to ensure the safety of all children. Parents, as well as other adults dropping off/picking up children from the center will be engaged in the supervision process by ensuring the following:

- Parents will attend a program orientation reviews the Active Supervision Policy.
- Enter and exit through a designated door when dropping off/picking up your child.
- Sign your child in/out using full signatures and exact times.
- Close and latch any gate(s) or door(s) before walking away.
- Keep classroom door closed at all times.
- Do not use your cell phone at any time while in the classroom.
- Add additional authorized adults to pick up child in person only (no phone authorizations will be accepted).
- Staff will review Active Supervision information with you during home visits.
- Communicate with staff daily, especially during drop off or pick up times.

Peanut and Nut-Free Zone

Our program is a designated peanut and nut-free zone to ensure the safety and well-being of all our students. We kindly request that no peanut or nut products be brought into the school premises. Additionally, if your child consumes peanut or nut products prior to

coming to school, please ensure they wash their hands thoroughly before entering the premises. This policy helps protect children with severe allergies. We appreciate your cooperation and understanding in helping us maintain a safe environment for everyone.

Equal Education Access

The Turlock Unified School District Head Start 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 children and families are served.

Children with disabilities are welcomed and are included in the regular program. The Turlock Unified School District Head Start Program understands the requirement of the Americans with Disabilities Act (ADA), implements, and makes reasonable accommodations for children with disabilities.

Religious Instruction

Our program refrains from religious worship or instruction as specified in Turlock Unified School District's Board policy.

Open Door Policy

Head Start works best when you support us. Turlock Head Start has an open-door policy that allows you, as a parent, to visit at any time. You have access to your child and their education file should you request it. Your presence and assistance are both needed and encouraged. Parents are welcome in our program and are a vital part. We encourage each parent to take an active role in their child's education at home whenever possible. Parents are also needed to serve as policy advisory council members that will have a voice in program evaluation, goal setting, and program planning. Those who speak languages other than English are especially encouraged. The children, staff and program need you. If you have a special talent, hobby, or the ability to assist our classroom from home, please let us know! We would love your participation! Parents have also helped with planned community service projects. We welcome your participation. It shows your child you support them in their learning adventure and school experiences.

SB 792 (Mendoza) is a law effective September 1, 2016 and requires anyone who is employed, substituting, or volunteering and providing "care and supervision" (Title 22, section 101152) at a child care center or a family child care home, as part of their licensure requirements, must be up to date on their influenza (flu), TB clearance, pertussis (whooping cough), and measles immunizations based on the adult immunization schedule as defined by the Center of Disease Control.

Education

Head Start believes that the best way for any child to learn is through play. It is through play activities and opportunities that your child will develop the ability to establish friendships, resolve conflicts and use verbal as well as nonverbal language to communicate. Children will also learn "academic subjects" – language and literacy, science, math, social studies – through these play activities. How they view the world continues to evolve everyday as they work at exploring and learning about the environment around them.

Examples:

- Children exploring a book in the library are learning early literacy skills and the love of reading.
- Children building with blocks are using math skills, exploring, and experimenting with spatial relations and critical thinking skills.
- Children playing with sand and water are making predictions, observing what happens, experimenting to find solutions, experiencing, thinking, and talking about what we do and see.

Activities in your child's day must have purpose, meaning and intent. When an activity has purpose there is a reason for it to be there. When an activity has meaning there must be some form of learning process the children will be gaining from it. Activities are intentional because your child's teacher has observed and formally and informally assessed your child and knows in what area of development assistance is needed. It is through this combination that the environment will provide the vast play and experience opportunities to assist your child. If you have any questions about activities or the learning process involved, please ask your child's teacher. We are excited, happy, and willing to share.

Activities are prepared by teachers with regard to each individual child's development, focusing on the child's own strengths, weaknesses and needs. Activities that are planned are based on your child: formal and informal assessments, observations, health information, and through discussions and involvement of you, the parents. Be sure to ask the teacher any questions regarding the learning processes taking place in the classroom.

Positive guidance, discipline, foreseeing, prevention, and redirection are used in the classroom. It is our belief that balanced blends of structured and unstructured planned activities assist us in keeping your child safe and enable them to learn and cooperatively get along with others. Transitional activities are planned and implemented to assist and help your child flow from one activity to another. It is helpful when classroom and home discipline are consistent. Our program uses California CSEFEL (Center on the Social Emotional Foundations for Early Learning) Teaching Pyramid Framework. In addition, our program also follows the Conscious Discipline philosophy which promotes children's social emotional development through positive relationships and problem solving. Please ask if you have any questions about discipline techniques.

Desired Results Developmental Profile (DRDP 2015)

Children's Assessment Tool

The goal of Turlock Unified School District is to ensure that all children are making progress in the six domains of Approaches to Learning, Social and Emotional Development, Language and Literacy Development, English-Language Development, Cognition, and Physical Development-Health.

- We use the Desired Results Developmental Profile, a tool developed by the California Department of Education, Early Learning and Care Division, to assess the development of children.
- Children are assessed within 60 calendar days of enrollment.
- Parents' input is a necessary component of this assessment.
- The assessment is also used to plan and conduct age and developmentally appropriate activities for the children.

Transition to Kindergarten

Our staff is dedicated to ensuring a smooth transition for your child after the Head Start Program ends for the year. To facilitate this, your child's education team will assist you with registering for kindergarten or transitional kindergarten, transferring necessary records, communicating with school officials, preparing your child for the new experience, and identifying opportunities for your involvement in your child's new school.

CLASS SCHEDULES FOR PART DAY PROGRAM

Daily Schedule - AM Class

8:00-8:10 Arrival, health checks, carpet, and library

8:10-8:30 Morning greeting, helpers, 'Who Is Here!', story.

8:30-8:50 Handwashing, breakfast

8:50-9:30 Toothbrushing, free choice

9:30-9:40 Large group discussion

9:40-9:50 Small groups

9:50-10:30 Outdoors

10:30-10:45 Music and movement

10:45-11:15 Lunch

11:15-11:30 Library/Dismissal



EXAMPLE OF DAILY SCHEDULE



Daily Schedule - P.M. Class

12:00-12:15 Greeting, health checks, wash hands, sign in

12:15–12:30 Circle time, helpers, attendance, handwashing

12:30-1:00 Lunch, nutrition discussion

1:00-1:40 Focus board, small groups, free choice

1:40-2:05 Outside time

2:05-2:30 Large group, story time, music and movement

2:30-2:45 Free choice

2:45-3:00 Recall/handwashing

3:00-3:15 Snack

3:15-3:30 Dismissal

CLASS SCHEDULES- EXTENDED DAY PROGRAM

8:00-8:10 Arrival, health checks, carpet

8:10-8:30 Morning greeting, helpers, library

8:30-8:50 Handwashing, breakfast

8:50-9:30 Toothbrushing, free choice

9:30-9:40 Large group discussion

9:40-10:00 Small groups

10:00-10:40 Outdoors

10:40-10:55 Music and movement

10:55-11:25 Handwashing, lunch

11:25-11:50 Toothbrushing, free choice

11:50-12:05 Story time

12:05-12:45 Rest

12:45-1:00 Free choice

1:00-1:40 Outdoors

1:40-1:50 Library

1:50-2:00 Dismissal

EXAMPLE OF
DAILY SCHEDULE



Medical

A child must be healthy to learn and to enjoy life. Head Start children must complete certain health requirements. All immunizations must be up to date before enrollment. Your child is also required to have a physical by a doctor within 30 days of enrollment. The Head Start Nurse or Health Aide will provide you with information about TB skin tests, vision and hearing screenings and lead testing. Also, it is a requirement that a Health History questionnaire be completed before your child starts attending. All screenings and treatments are provided only with your written approval. *Parent shall supply evidence that the child has been properly immunized.

For any child who has not received all required immunizations, as of July 1, 2019, a parent/guardian must submit a signed, written statement from a physician licensed in California which states the following:

- The specific nature of the physical condition or medical circumstance of the child for which a licensed physician does not recommend immunization.
- Each specific required vaccine that is being exempted.
- Whether the medical exemption is permanent or temporary.
- If the exemption is temporary, an expiration date no more than 12 calendar months from the date of signing.

*Since January 1, 2016, parents, or guardians of students in any school or child-care facility, whether public or private, are no longer allowed to submit a personal beliefs exemption to a currently required vaccine.

Dental

A dentist may come to do a dental screening depending on availability. Children with obvious needs will be referred for treatment.

Illness

Staff will check children each day upon arrival for signs of illness. (Please refer to new COVID-19 guidance for updated policy.) Parents need to wait until the staff has checked their child before they can leave. Children with any of these symptoms; fever, vomiting, diarrhea, eye infections, impetigo, and other skin rashes cannot come to school until they have been symptom free for 24 hours. Our program has a no nit policy, if a child is found to have lice, the child will be sent home and cannot return to school until the child is free of nits/lice. Children should only attend school if they are able to participate in all activities including outdoor play.

Daily Health Check & Exclusion Policy

In-order to help prevent the spread of children's diseases, Tile 22 requires that each child receives a daily health check upon arrival at the center. The staff will be responsible for ensuring that children with obvious symptoms of illness are not accepted. Title 22, Section 101226.1 – Daily Inspection for illness.

Absences

If your child will not be in school, call to let your child's teacher know. We are required by the Federal Government to keep a record of the reasons for a child's absence. If your child is ill and will not be attending, you must call and report the absence to the teacher (Please see pg. 24 for more details).

Medical Plan

If your doctor gives a written prescription for medication, it may only be given by Head Start staff after they have received training. If your child is taking prescribed medications that must be given during class, you must complete a permission form and it must be in place before your child starts school. Always give medications to the teacher, Head Start Nurse or Health Aide. Medication must be in the original bottle, labeled with child's name and date. It will be kept under lock and key in the classroom.

Emergency

In case of an accident or sudden illness, the staff will notify you. If they cannot reach you, they will follow your instructions on the child's emergency card. It is extremely important that you let us know of any changes on the emergency contact phone numbers or people. Your signature on the emergency card at enrollment allows us to obtain emergency medical care for your child in your absence.

A Healthy Child is a Happy Child

Nutrition

The Turlock Unified School District (TUSD) is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating. TUSD has adopted a "Wellness Policy" that supports healthy choices for all students. *Sharing of foods is prohibited during lunchtimes*.

Children in morning part-day sessions receive breakfast and lunch. Children in afternoon part-day sessions receive lunch and a snack. Children in the extended day session will receive breakfast and lunch. Food is prepared by Turlock Unified School District cafeteria according to Federal regulations, which specify the types and amounts of food that must be served.

Nutrition activities are prepared in class by the staff and children once a month. We invite you to share your ideas and recipes for nutrition activities.

Due to health concerns and allergies, no outside food is to be brought into classroom. All classrooms are peanut and nut-free zones. If your child has a food allergy and requires a food substitution and/or requires a vegetarian food option, please inform ECE office during enrollment.

There is no charge for your child's food.

Mealtime is a learning experience for your child- a time for talking about color, taste, texture, or name of the foods, for learning manners by watching adults, and for socializing with other children. Food is served family-style. Foods, which may be new and different to your child and foods from different cultures will be served occasionally to provide variety and learning opportunities. Children are encouraged to try new foods but are not forced to eat them. Food is never used as a reward or punishment.

Candy, cupcakes, gum, and sodas are not allowed in the classroom. Your child's teacher will be happy to share ideas and recipes for appropriate healthy foods with you.

Holidays are times of tradition, fun, family, and friends. Each family varies in the types of holidays celebrated and in the ways they are celebrated. It is important for each child to learn about his/her family's beliefs and traditions at home. Respecting differences in cultures and family traditions is why our program does not celebrate holidays.

NOTE: IF YOUR CHILD HAS ANY FOOD ALLERGIES,
PLEASE LET THE TEACHER AND PROGRAM STAFF KNOW!

Social Services

Assisting families to identify their goals, to develop a plan for reaching those goals, and to obtain needed services is another important goal of the Turlock Head Start Program.

A Family Service Worker is available to talk with you and to assist you in making plans; speak to you about child safety and supervision of children, provide information about community services, to make referrals and appointments, and to help you communicate with service agencies. The Family Service Worker can help you obtain assistance in such areas as medical or dental care, emergency food, or clothing, utility bill payment, job training, and counseling about immigration or family matters, high school diploma classes and English class enrollment.

The Family Service Worker can provide you with a list of community service agencies or can discuss needs with you. You may call for an appointment or leave a message with your child's teacher. All discussions of your needs or services provided by you are always confidential.

We will offer opportunities for parents to participate in a research-based parenting curriculum that builds on parent's knowledge and offers parents the opportunity to practice parenting skills to promote children's learning and development. Talk to your Family Service Worker if you are interested in participating.

Child Abuse State law requires that Teachers and staff report known or suspected instances of a child's physical or sexual abuse to Child Protective Service (CPS) workers and to local police officials. If you or someone in your family wants to learn different ways to guide and discipline your child or to handle anger without hurting your child, please talk to your child's teacher, the Family Service Worker, or Head Start Nurse. There are many free resources to help you.

Admission Policy Requirements

The following information/forms will be provided at orientation to parents/guardians:

- Copy of Admission Agreement
- Notification of Parents' Rights Form (LIC 995)
- Personal Rights Form (LIC 613A)
- Identification and Emergency Information (Child Care Centers) (LIC 700)
- Consent for Emergency Medical Treatment Form (LIC 627)
- Child's Preadmission Health History-Parent's Report (LIC 702)
- Physician's Report-Child Care Centers (LIC 701)
- Immunization Requirements
- Needs and Services Plan (for children with special needs)
- Standards of Conduct
  Parents must sign the Standards of Conduct as part of the packet in order to stay in the classroom.

Parent Involvement

Your child will benefit by your active involvement and participation in the Turlock Head Start. Our philosophy is that parents are the primary educators of their children. Here are some ways parents and teachers can work together:

1. Participate and engage in your child's education and learning experience. Get to know your child's teacher and other children. See how much the children can do for themselves!
2. Learn and know your child's classroom active supervision plan. Implement the active supervision parent tip sheet at home.
3. *NO CELL PHONE USE WHILE DROPPING OFF/PICKING UP YOUR CHILD IN THE CLASSROOM.* Use these opportunities to engage with your child about his/her classroom experience. Talk with your child about the day's activities.
4. Show your child you are happy about all the things he/she is learning to do and trying to do by displaying artwork or other special projects and by talking about them at home.
5. Share your ideas or concerns about the children's activities, problems, or parent activities with the staff.
6. If you have some time and a special talent you can share such as: singing, carpentry, or sewing, please let us know. There may be special ways you can help the center.
7. Tell us how we can help you with your child. You are welcome to request a conference or see and discuss your child's file and progress at any time.
8 Special programs on a variety of topics will be held throughout the year. If you have a special interest- children's toys, discipline, how children learn to read or are interested in adult education classes of some type, let us know.
9. Make sure that you are a good listener to your child's responses and discussions about school.
10. We ask that you have some kind of reading experiences with your child each day. You can spend 20 minutes reading to them every day. It has been proven that children who are read to on a regular basis are most likely to have little difficulty with reading and later school success. (Refer to your parent activity calendar for ideas.)

Delegate Policy Committee (DPC)

Head Start regulations require parent input into program development. The Delegate Policy Committee (DPC) meets monthly to discuss program issues and problems and to give advice for improvement. The DPC also helps to evaluate the program each year. All parents are non-voting members of the DPC. Meeting times will be announced.

Head Start Children's Dress Code Guidelines

It is the district's intent to provide a safe and secure learning environment for all students. The purpose of our dress guidelines is to ensure that student clothing does not present a health or safety hazard or create a distraction that would interfere with the educational process.

Since your child will be very active in many types of indoor and outdoor activities, he/she should wear comfortable clothes. Shoes must be worn at all times; flip flops can be dangerous and are not allowed at the center. Closed toe shoes are preferred. Dress your child appropriately for the weather. Jackets and sweaters should be labeled with your child's name.

Please send a change of clothes for your child in case of an accident.

Emergency Preparedness Information

Our campus will be evacuated for the following reasons:

- Flood threat, severe windstorm threat, toxic spill or leak, post disaster, potential of explosion, progression from less severe incident.

Lockdown or sheltered in place:

- If there is a lockdown or sheltered in place, parents will not be allowed to come on campus and get their child until it is safe.
- Cell phones and radio devices will not be used until an all clear is given.
- All staff is required to remain with children until incident is over.

(Note: All sites have an emergency binder with more details.)

Staff Development

Turlock Unified School District is committed to quality early childhood education. We hire qualified staff. All staff hold the appropriate credential/permit required by the State of California.

- New employees are provided an orientation to guide them to understand how agency policies relate to their perspective job description.
- We support continuous staff growth by assessing the needs of staff and providing professional development activities to enhance their growth.
- Our staff members are evaluated annually.
- We have sound internal communication mechanisms which include email, phone, and newsletter to provide staff with information necessary to carry out their respective duties.
- Our Head Start staff meets the California State Licensing requirements. Each classroom is staffed to meet the teacher ratio of one (1) teacher to every 20 children. Head Start classes must be staffed by a teacher and a paraprofessional. Our extended day classes are staffed with one (1) teacher and two (2) paraprofessionals to every 20 children.

Confidentiality

All information regarding the child and family is kept in the strictest confidence. No information is given to persons or agencies outside the Head Start staff, or authorized State Department of Social Services Licensing staff without the parent/guardian's written consent. Parents may request an appointment to see their child's file at any time.

Sign-In/Out Sheet

Children must be signed in and out of the center daily by an authorized adult 18 years old or older.

- The adult who brings the child to the center must carry some form of identification at all times. In addition, they must indicate actual time of arrival and sign in using a full signature (first and last name) on the Sign-In Sheet. Parent should sign as they do on their driver's license or identification card.

- The child must be signed out with full signature (first and last name) on the 'Sign-In' sheet indicating actual time of departure. (All adults authorized to drop-off/pick-up must be listed on the student's emergency card.)

- The parent/guardian/adult who brings or picks up the child to the center must wear a Visitors Badge at all times. If the adult does not have the badge on, they will need to check in to the main Elementary School Office and receive a visitor's pass.

Attendance

Please refer to new COVID-19 guidance for updated policy.

Regular, timely attendance is very important, both for the comfort and developmental progress of your child and the continued funding of the program. Please be prompt in bringing and picking up your child each day. If you are going to be late, or if your child is ill, please notify your child's teacher as soon as possible. You must call your child's teacher each time your child is absent. If a parent has not contacted the school, the teacher will call the child's home within one hour to ask for the reason of absence for the day (according to Performance Standards 1302.16 (a) (1)).

Excused Absences:

Your child is expected to be present each day. According to the Head Start regulations, an absence is excused if:

- A child is hospitalized.
- A child has a fever, vomiting, diarrhea, in the last 24 hours.
- A child is incapacitated due to a serious illness or injury.
- A child contracts a communicable disease.
- A child has other health ailments that temporarily prevent attendance, such as asthma. This must be verified by a doctor's note.
- A child cannot attend class because he/she has to receive medical treatment or therapy at the time when the class is being held. This must be verified by the treatment center.
- The child's attendance is affected by a temporary family emergency.

- The Turlock Unified School District defines “family emergency” as:
  - Death in the family
  - Court appearance by parent of child
  - Family emergency of a temporary matter; for example: accident/illness of a family member, appointments of the type that require a full day of waiting.

Unexcused Absences

If a child has four (4) unexcused absences, a letter will be sent home to the parents. A parent/teacher conference may also be required. According to the Head Start regulations, an absence is unexcused if:

- Child did not feel like coming to school.
- Woke up late (parent or child).
- There is no contact (phone call) with center regarding reason for absence.

Excessive Absenteeism & Unexcused Absences

If a child is absent three (3) consecutive days without notification from the parent/guardian to the teacher; the Teacher and/or Family Service Worker will make a home visit to determine reason for absence.

If a child misses four (4) consecutive days without an excused or non-contact absence, it is then necessary for the parent/guardian to meet with the Family Service Worker and Teacher to discuss the absenteeism and develop an Attendance Improvement Plan. Also, a notification letter will be sent home to make parent/guardian aware of absences.

Tardies

It is the responsibility of the parent/guardian to have his/her child arrive promptly at the start of class. Head Start Class is considered to start after the time it takes for adults to sign their child in. approximately 10 minutes. If you are late the consequences are as follows:

1st, 2nd, 3rd, 4th Tardies:

1. The parent /guardian will be advised of the starting time for the class and of the policy regarding tardies.
2. Parent will be required to date and initial each tardy on the tardy record.

5th Tardy:

1. The teacher will hold a conference with the parent/guardian. At this conference the teacher will:
   a. Inform the parent/guardian of the starting time for class and of the policy regarding tardies.
   b. Record the tardy.
   c. Inform the parent that any further tardies will result in a referral to the director.
   d. Give written notice to the director.
2. The teacher will also discuss with the parent if support services are needed.

6th Tardy:

1. The parent will be referred to the director.
2. The director will call and hold a parent conference. The child may not return to school until the conference has been held.

Parent/Guardian will be required to initial and date tardy record, The tardy record will be kept behind each child sign-in sheet.

Late Pick-Up

It is the responsibility of the parent/guardian to ensure their child is picked up promptly at the end of class. Late pick-up is considered any time after the assigned dismissal for your class time.

Procedure to follow for late pick-up:

1. The parent will be called.
2. If the parent cannot be reached, emergency contacts will be called.
3. If emergency contacts cannot be reached, or are unable to pick up child, the Director will be notified.
4. If a parent/guardian or emergency contact has not been reached by 10 minutes after class, the child will be taken to the classroom's office.
5. If a parent/guardian or emergency contact has not been reached by 30 minutes after class, the Turlock Police Department may be called.
6. Parents/guardians and other parent designated adults who arrive late may have to pick up their child at the classroom's office or the Turlock Police Department.

The consequences for late pick-up are:

1st, 2nd Late Pick-Up

1. The parent will be advised of the ending time of class and the policy regarding late pick-up.
2. Staff will record late pick-up. Copies of the parent/guardian handbook late pick up procedure will be given to the parent/guardian.

3rd Late Pick-Up

1. The parent will be advised of the ending time of class and the policy regarding late pick-up.
2. Staff will record the late pick-up. Copies of the parent/guardian handbook late pick up procedure will be given to the parent/guardian.
3. The teacher will make contact with the parent/guardian to determine if support services are required.

4th Late Pick-Up

1. Staff will record the late pick-up. Copies of the parent/guardian handbook late pick up procedure will be given to the parent/guardian.
2. The teacher will hold a parent conference. The parent will be informed that any further incidents of late pick-up will jeopardize enrollment in the program.

5th Late Pick-Up

1. Staff will record the late pick-up. Copies of the parent/guardian handbook late pick up procedure will be given to the parent/guardian.
2. The director will call and hold a parent conference. The parent will be informed that one more incident of pick-up may result in the child being dropped from the program.

Parent/Guardian will be required to initial and date late pick-up record. The tardy/late pick-up record will be kept behind each child sign-in sheet.

Teaching Pyramid

Research has shown that the skills your child needs to be successful in the future are social and emotional skills. In our Early Childhood Programs (Head Start) we use a Positive Behavior Intervention System (PBIS) called Teaching Pyramid. The Pyramid Model is a framework for supporting the social and emotional development of children. The goal of the Teaching Pyramid Model is to create an environment where every child feels good about coming to school. We design classrooms that promote engagement in learning by building positive relationships among children, with families and staff. We will work together to ensure that all children understand behavioral expectations, receive instruction in social skills, and those who are struggling receive individualized support.

The foundation of the Teaching Pyramid is all about helping children develop social skills through trusting, nurturing and responsive relationships and high-quality environments. The middle of the pyramid is where we focus on teaching friendship skills, emotional regulation, emotional literacy, and problem-solving. The top of the Teaching Pyramid demonstrates that a few children will need individualized supports to address challenging behavior. Our program has developed a leadership team that will provide on-going support to staff and families. We look forward to sharing information with you about our program-wide approach, such as partnering with families, providing classroom coaching, and using data for decision-making. We welcome your participation in our leadership team!

Behavior Policy

The safety and well-being of every child and adult in the centers is the most important responsibility of the Head Start program. The focus of social and emotional development is to help children gain social skills that allow them to relate to others in a safe and healthy way.

The Head Start program prohibits or severely limits the use of suspension and expulsion. The Head Start program cannot take part in the practices of disenrollment/expulsion of children from Head Start based solely on a child's behavior.

The program will have many steps to address children's challenging behaviors, with the goal being to aid the child's safe participation in the program. The steps will be guided by the program's director, child development managers, mental health consultant, and working with the parents/guardians.

These steps include:

- The classroom environment has regular routines, expectations with pictures to support understanding, relationship-based practices, and emphasis on safety and supervision.
- Educators receive ongoing support to individualize building social skills for each child.
- Parent Conferences, Child Success Team Meetings will be held with parent/guardian, to determine social emotional strategies and as needed.
- An individual child observation for additional social emotional strategies will be provided by a Mental Health consultant as per parent/guardian approval.

- A Positive Behavior Support Plan will be developed by Mental Health consultant (based on child observations) at a Child Success Team Meeting for children with extreme behavior challenges, to be used by all adults that support the child (home/classroom). At this level it is crucial that parents/guardians participate to address safety concerns.

Temporary suspensions for challenging behavior will only be used as a last resort in unusual situations where there is a serious safety threat that does not improve through reasonable modifications.

- Educators cannot contact parent to pick up child early without getting permission from agency's assigned manager(s) (for example, Program Director). Each circumstance will be evaluated individually.
- The child will be allowed to return the following day and a shorter schedule may be used in aggressive circumstances only, while supporting child to gain social skills.
- A Child Success Team Meeting will be held as soon as possible to develop child's plan of support.
- Behavior Frequency charts (to tally successes and challenges) and child observations will be used to evaluate child's capability to cope within a social environment.

If the child has an Individualized Family Service Plan (IFSP) or an Individualized Education Program (IEP), the program will consult with the special education agency responsible for the IFSP/IEP to ensure that the child receives support services as needed. This may require additional special education assessments based on parent/guardian approval.

If the child does not have an IFSP or IEP, the program will hold a Child Success Team Meeting to talk about strategies and obtain parent/guardian consent to refer child to determine eligibility for special education services, based on specific behaviors that affect the child's ability to be educated.

After completing and documenting all possible steps, if the child's continued enrollment presents a serious safety threat, the program may determine it is not the most appropriate placement for the child. The program will work to support the transition of the child to a more appropriate placement.

Suspension & Expulsion

The Head Start program prohibits or strictly limits the use of suspension and expulsion. The program implements various strategies to address children's challenging behaviors, aiming to support the child's safe and inclusive participation in Head Start.