

STATE PRESCHOOL *parent handbook*

Judy Huerta
Director of Early Childhood
Education
410 South Avenue
Turlock, CA 95380
(209) 226-6400

Classroom Sites:

Wakefield
410 South Avenue Turlock, CA 95380
Room H3 (209) 226-6413
Room H4 (209) 226-6414

Crowell
118 North Avenue Turlock, CA 95382
Room K5 (209) 656-9253

Medeiros
651 W. Springer Drive Turlock, CA 95382
Room F4 (209) 669-4892

Osborn
201 N. Soderquist Road Turlock, CA 95382
Room J2 (209) 667-2938



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





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State Preschool Mission

The mission of the Turlock Early Childhood Education 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.

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.

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).



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

Welcome to Turlock Unified School District's State Preschool Program

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

Program Director:	Judy T. Huerta
Education Program Specialist:	Rachelle Mello
Education Program Specialist:	Eliana Correa
Program Secretary:	Aidee Hernandez
Program Clerk:	Giselle Perez
Community Liaison	Denise Ornelas
Preschool Office Hours:	8:00 a.m. - 5:00 p.m.
Office Phone Number:	(209) 226-6400
Your Child's Teacher:	<hr/>
Your Child's Teacher Aide:	<hr/>
Center Phone Number:	<hr/>
AM Class:	8:00 a.m. – 11:00 a.m.
PM Class:	11:30 a.m. – 2:30 p.m.
First Day of Class:	August 13, 2024
Last Day of Class:	May 30, 2025

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 is our top priority at State Preschool!

State Preschool 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. The State Preschool Program is funded by the State of California Department of Education, Early Learning Care Division and licensed by the California Department of Social Services, Community Care Licensing. Our program is operated by the Turlock Unified School District. State Preschool attends to the development of each child by giving attention to 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 State Preschool 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 State Preschool family.

Thank you,



Judy T. Huerta
Director

Qualification, Selection, and Enrollment

How to Apply for the Program

Enrollment begins with a search on the Stan Wait List (formerly CEL). You may call Stan Wait at [209-238-6400](tel:209-238-6400) to be placed on the eligibility list. You may also visit <https://www.findchildcarestanislaus.org> and put yourself on the eligibility list.

What is Stan Wait?

Stan Wait is a system that allows subsidized child development providers to access children that are eligible for their programs. The term “eligibility” is used because families are ranked by eligibility factors for subsidized care. Families are drawn from the Stan Wait list. Enrollment is based on the lowest rank first. All interested applicants are required to use the Stan Wait list. Priority for the Stan Wait list is given to children involved with CPS, considered At Risk, and lowest ranked.

How to Qualify for the Program

Eligibility is based on one or more of the following:

- Income - Current complete month
- Current Aid Recipient - current Verification of Benefits for CalWorks/TANF, CalFresh/SNAP and/or MediCal.
- Homelessness documentation such as, but not limited to: Letter from homeless shelter or housing program.
- Child Protective Services - CPS Referral
- At Risk of Abuse, Neglect, and/or Exploitation - Referral from a licensed professional
- Child's Age - Older children have a higher priority (children who will turn 4 years old by December 1)

Required Documentation for Applying

- Child's birth documentation (and birth documentation for all children in household)
- Family Size - This includes any child(ren) that live(s) in the home and any adult who has responsibility for the care and welfare of the child(ren).
- Child's immunization record, physical, dental and primary physician information
- Family Income Verification—bring all that apply.
 - Verification of Benefits for CalWorks/TANF, CalFresh/SNAP and/or MediCal
 - SSI, Disability, Unemployment, Child Support
 - If working, current one month's worth of paycheck stubs (must be consecutive)
- Proof of Residency
- It is the family's obligation to provide up-to-date copies of the IFSP or the IEP, as well as any changes to the status of the IFSP or the IEP.

Family Selection Process

Families that have been referred to our office by Stan Wait (formerly CEL) will be contacted by phone or mail.

Certification Process

Upon completion of the application process, you will receive a Notice of Action. The Notice of Action (NOA) will be issued to notify the parent of Approval, Denial, Termination, or Changes to Services. Families enrolled shall receive 24 months of eligibility.

Enrollment Process

- Meet the income requirements and show verification of income from one of the following: a current paycheck stub (if you are paid the same amount each pay period), 2-4 paycheck stubs (if your pay varies each pay period), verification of public assistance, W-2 forms, and signed statement of any other income source (s) (e.g., spousal support). If self-employed, please provide a current profit and loss statement.
- Signed release by employee for work records.
- Your child's age at enrollment must be between 3 to 5 years old.
- Provide proof of immunizations. Your child must be up to date on all required vaccinations and boosters. We are not authorized to begin childcare services for your child until we have proof of up-to-date immunizations.
- Provide a Physician's Report, completed by the child's doctor within 30 days of your child's first day of attendance.
- Complete a Child's Pre-admission Health History for each child enrolled.
- Provide a completed Emergency Form including your child's medical information and persons who may be called in an emergency to take your child from the facility. All numbers provided must be able to accept calls from the center.
- Complete Consent for Medical Treatment Form; if applicable.
- Complete a form for photographs.
- Complete the Admissions Agreement, outlining the program enrolled.
- Attend a Parent Orientation
- Provide a copy of custody/court order (if applicable)
- Provide a copy of IFSP-IEP (if applicable)

All forms must be updated when a change occurs. Failure to comply with enrollment procedures may result in loss of childcare privileges. We reserve the right to ask for more documentation to verify eligibility.

Parent Appeal Information

Notice of Action (NOA)

Whenever an agency makes changes to childcare services (for example, by approving or denying services, by changing the approved hours of care, or by terminating services), the agency must notify you by giving you a document called a “Notice of Action” (NOA).

The NOA will:

- Tell you what action will be taken, the reasons for the action and the date on which that action will be taken.
- Specify that you have a right to appeal the action on the NOA if you disagree with it and provide you with instructions for appealing.
- Please keep a copy of your NOA.

What if I disagree with the action on the NOA?

You have the right to appeal.

What is the appeal process?

There are two levels of appeal:

- A local hearing conducted by a hearing officer who is not involved with the decision; and
- A state review conducted by the California Department of Education (CDE) of the local hearing decision.

Can I continue to receive services during the appeal process?

Yes. When you submit a request for a local hearing within 14 calendar days of the date the NOA was received, you will continue to receive services in accordance with your last service agreement until the appeal process is completed or abandoned.

Your appeal will be considered abandoned if:

- You do not submit a request for local hearing within 14 calendar days of receiving your NOA; or
- You (or your authorized representative) do not attend the local hearing; or
- You do not submit a timely request for the CDE’s review after the local hearing process has taken place.

How do I request a local hearing?

To request a local hearing, you must notify the agency within 14 calendar days of the date the NOA was received. You may:

- Complete the second page of the NOA and mail, fax, deliver, or email a copy to your agency; or
- Submit your request using any other communication method identified in your parent handbook.
- Please keep a record of how/when you submitted your request.

You have the right to:

- Review the information in your family data file.
- Have another person (called an “authorized representative”) attend the local hearing with you, or on your behalf.
- An interpreter, if needed.

How will the agency let me know when my local hearing is scheduled?

Within 10 calendar days of receiving your timely request, the agency will provide you with a notice telling you the date, time and place of the local hearing.

What happens at the local hearing?

At the local hearing,

- The hearing officer will explain the reason for the NOA.
- You (and/or your authorized representative) will be able to explain the reasons why you think the action on the NOA is wrong.
- You will be able to ask questions about the agency’s decision.
- You should bring any documents/information that support why you think the action is wrong.
- The hearing officer will decide based on the information provided at the hearing.

When will I be informed of the local hearing decision?

Within 10 calendar days after your local hearing, the hearing officer will mail or deliver a written decision letter to you. The decision letter will tell you how to request the CDE’s review, if you do not agree with the decision.

What if I disagree with the hearing officer’s written decision letter?

You have the right to request a review of the local decision by the CDE. The CDE must get your request within 14 calendar days from the date on the local agency’s decision letter.

Your request to the CDE must include the following information:

- A copy of both sides of the original NOA with which you disagree.
- A copy of the written decision letter from the local hearing; and
- A statement (e.g., letter) explaining why you disagree with the local hearing officer’s decision.

- You may mail, fax, or deliver your request to:
California Department of Education
Early Education and Support Division
Attn: Appeals Coordinator
1430 N Street, Suite 3410
Sacramento, CA 95814
Phone: 916-322-6233
Fax: 916-323-6853

What happens during the CDE review?

If the CDE receives your request within 14 calendar days of the date on the local agency's decision letter, the CDE will:

- Review the information provided.
- Contact you and/or the agency which issued your NOA if necessary.
- The CDE has up to 30 calendar days to decide and mail a final decision letter to you and to the agency which issued your NOA.

What happens next?

- If the CDE grants your appeal, the decision letter will include direction to the agency regarding continued services.
- If the CDE denies your appeal, the action on the NOA will become effective.
- The CDE's decision is the final administrative decision and agencies must follow the CDE's decision.
- For further information or to ask a question about the appeal process, please contact your childcare agency.

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.

Peanut and Nut-Free Zone

Our preschool 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.

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 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, 1012162 (e)(1) and 1011230 (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 have 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, we have 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 that 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 time.
- Close and latch any gate(s) or door(s) before walking away.
- Keep classroom door always closed.
- 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 parent conferences.
- Communicate with staff daily, especially during drop off or pick up times.

Equal Education Access

The Turlock Unified School District State Preschool 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 State Preschool 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 and per Title 5 regulation 18017 *Prohibition Against Religious Instruction or Worship*.

Family Language Survey

Identifying your child as a dual language learner in State Preschool means they will receive additional support to develop both their home language and English skills. This identification applies only during preschool and differs from any identification process or program supports your child might receive as an English learner in Transitional Kindergarten or Kindergarten.

Open Door Policy

State Preschool works best when you support us. Turlock State Preschool has an open-door policy that allows you, as a parent, to visit at any time. 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 State Preschool Advisory Committee (SPAC) 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 that 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

State Preschool 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, 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 and every six months thereafter.
- 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.

The Desired Results system consists of the following components: the program standards, a program review process called the agency self-evaluation Early Childhood Environmental Rating Scale (ECERS), the contract compliance review, the Desired Results Developmental Profiles for children, and the parent survey.

Transition to Kindergarten

Our staff is dedicated to ensuring a smooth transition for your child after the State Preschool 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.

Morning Class Schedule

- 8:00–8:45 Daily sign-in, free choice activities
- 8:45–9:05 Circle time (calendar, daily helpers)
- 9:05–9:25 Hand washing, breakfast
- 9:25–9:50 Outside Time
- 9:55–10:20 Music Movement/ Story time
- 10:20–10:30 Small Groups
- 10:30–10:50 Learning centers/ free choice activities
- 10:50–11:00 Dismissal



SAMPLE

Afternoon Class Schedule

- 11:30–12:15 Daily sign-in, free choice activities
- 12:15–12:25 Circle time (calendar, daily helpers)
- 12:25–12:55 Wash hands, eat lunch.
- 12:55–1:25 Outside Time
- 1:30–1:45 Music Movement/ Story time
- 1:45–2:20 Small Groups/ free choice activities
- 2:20–2:30 Dismissal



Medical

A child must be healthy in order to learn and to enjoy life. State Preschool 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. Your teacher will provide you with information about TB skin tests, vision, and hearing screenings. All screenings and treatments are provided only with your written approval.

* Parent shall supply the teacher with 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.

Illness

Staff will check children each day upon arrival for signs of illness. Parents need to wait until staff has checked their child before they can leave. Please refer to new COVID-19 guidance for updated policy. 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, Title 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 Department of Education 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. 26 for more details).

Medical Plan

If your doctor gives a written prescription for medication, it may only be given by State Preschool 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. 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. Foods served to students apart from their lunch must be made and labeled by certified retailer. Sharing of foods is prohibited during lunchtimes.

Children in morning part-day sessions receive breakfast and afternoon part-day sessions receive 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 at least 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. 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. However, an application for Free and Reduced-Price Meals will have to be completed prior to start date.

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 and children are encouraged to serve themselves. 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 as soon as possible.

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 State Preschool Program.

The Program Director, Program Specialist, Program Secretary, and your child's teacher is available to talk with you and to assist you in making plans; to provide information about community services, to make referrals and appointments, and to help you communicate with service agencies. The Education Program Specialist or teacher can help you obtain assistance in such areas as medical or dental care, emergency food, or clothing, utility bill payment, job training, counseling about immigration or family matters, high school diploma classes and English class enrollment.

The Program Director, Program Secretary and teachers 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.

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 or the school. 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 State Preschool. 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 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 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 experience 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.

State Preschool Advisory Committee (SPAC)

State Preschool regulations require parent input into program development. A parent State Preschool Advisory Committee (SPAC) meets quarterly at the school to discuss program issues and problems and to give advice for improvement. The SPAC also helps to evaluate the program each year. All parents are members of the SPAC. Meeting times are posted in the classroom.

State Preschool 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, but tennis shoes or closed toe shoes are preferred. Dress your child appropriately for the weather, too. Whenever possible, 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.)

Program Self-Evaluation Process

TUSD's State Preschool will maintain an ongoing evaluation system in order to continually enhance the quality of services in the State Preschool Program using the State mandated Desired Results Developmental Profile 2015 tools.

These tools include:

- The Desired Results Developmental Profile Assessment performed twice per year for children enrolled

- CLASS Environment performed by staff members within the program
- The Desired Results Parent Survey
- Submit these findings to CDE, CDD in a Program Action Plan at the end of each program year.

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 State Preschool staff meets the California State Licensing requirements. Each classroom is staffed to meet the teacher ratio of one (1) teacher to every 24 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 preschool 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 always carry some form of identification. 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

Regular, timely attendance is very important, both for the comfort and development 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 with the child's home within one hour to ask for the reason of absence for the day.

Excused Absences:

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

- Illness or quarantine of the child,
- Illness or quarantine of the parent
- 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 must 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.
- Family Emergencies (as determined by Turlock Unified School District).
- 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.
- Court ordered visitations,
 - Must have copy of court order in child's file at the State Preschool office,

Best Interest Days

- Reasons clearly "in the best interest of the child" (see below).
 - "In the best interest of the child" (limited to 10 per child except those under child protective services or at risk of abuse and/or neglect) is defined as:
 - Observance of a student's religious holiday or ceremony,
 - Visits to the child by family members residing out of the area.
 - Visits to family members residing outside the Turlock area.

Services terminated for those children that use more than 10 "Best Interest" days.

Abandonment of Care

If a family has not been in contact with TUSD for seven (7) consecutive calendar days and has not informed TUSD of the reason for not utilizing the services, TUSD will use the contact information on

file to attempt to reach the parent through various communication methods. At least one attempt will be made in writing, which may include electronic communication. All attempts to contact the family will be documented in the family file. Failure to communicate with TUSD may result in the termination of State Preschool part-day services. A notice of action for disenrollment will be issued to the family on the basis of abandonment of care if there has been no communication with TUSD for a total of 30 consecutive calendar days. If services are terminated for any reason, the parent will be notified in writing and will have the right to appeal the decision. Please ensure that all home contact and emergency information is kept up to date.

Tardies

It is the responsibility of the parent/guardian to have his/her child arrive promptly at the start of class. State Preschool class is considered to start after the time it takes for adults to sign their child in, *approximately 10 minutes*. 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 with parent date and initials.
 - 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. The parent/guardian will be informed that the next tardy may
result in the child being dismissed from the program.

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 director'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 director'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 handbook late pick-up procedures 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 handbook late pick-up procedures will be given to the parent/guardian.
3. The teacher will contact 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 handbook late pick-up procedures 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 handbook late pick-up procedures 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 late pick-up may result in the child being dropped from the program.

6th Late Pick-Up

1. A "Notice of Action" to terminate services may be sent via certified mail, stating that the child is being dismissed from the program due to habitual tardiness.

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 State Preschool Program, 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 enrolled child and adult in the centers and Family Child Care Homes is the most important responsibility of the State Preschool program. The focus of social emotional development is to help children gain social skills that allow them to relate with others in a safe and healthy way.

The State Preschool program prohibits or severely limits the use of suspension and expulsion. The State Preschool program cannot take part in the practices of disenrollment/expulsion of children from State Preschool 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 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 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 with a social environment.

If the child has an Individualized Family Service Plan (IFSP) or 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 Preschool programs prohibit or strictly limit 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 Preschool.